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ABSTRACT

An ethnic heritage studies project of the Cleveland Public Schools is evaluated. The prupose of the project is to create a program for research and curriculum development in ethnicity which will serve as a model to educational institutions throughout the country. Program efforts focused on five major activity areas including curriculum development, inservice training, dissemination of program materials, community involvement, and cooperative involvement with other projects. The program evaluation contained in this document revolves around major questions representing operational indices of attainment of the objectives of the project. According to the report, the outcomes of the project reflect the attainment of most objectives. The findings of the evaluation are presented in the first three sections of the document. The last, and largest, section contains a series of appendices relating to the program implementation. (Author/JR)

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ESEA TITLE IX

ETHNIC HERITAGE STUDIES DEVELOPMENT PROGRAM

FUND NUMBER 46

1974-75 EVALUATION

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Cleveland Public Schools

DIVISION OF RESEARCH AND DEVELOPMENT

December, 1975

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ESEA TITLE IX

ETHNIC HERITAGE STUDIES DEVELOPMENT PROGRAM EVALUATION (1974-75)

I. INTRODUCTION

Needs and Rationale

The Ethnic Heritage Studies Development Program represents an attempt by the Cleveland Public Schools and the Greater Cleveland Intercollegiate Academic Council on Ethnic Studies to create a program for research and curriculum development in ethnicity which will serve as a model to educational institutions throughout the country. The program is conceived in the belief that such institutions have a responsibility to make the contributions of various ethnic groups an integral part of their curriculum. This belief is strengthened when one considers the central role cultural pluralism has played in the development of our national heritage.

Historical Background

The Cleveland Public Schools and the Intercollegiate Academic Council have for years been engaged in efforts to promote students' understanding and appreciation of their own and one another's cultural heritage. However, it became apparent that there remained a great need to further stimulate scholarly research at the university level in an area long neglected by social scientists; to expand upon the opportunities students have to learn more about the nature of their own heritage and to appreciate the contributions of the cultural heritage of other groups who comprise our nation; and at the same time provide for direct participation by the ethnic community in such efforts.

With these assessed needs providing an orientative framework, the program further attempts to demonstrate that unique accomplishments can accrue by combining the talents of committed persons from the public school, university, and community. The common goal of developing new respect among students for the diverse richness and strengths that cultural pluralism has brought to the evolution of our national history provides the motivating impetus for such an endeavor.

Objectives

Program staff efforts were focused upon five major activity areas including:

- curriculum development
- in-service training
- dissemination of program materials
- community involvement
- cooperative involvement with other projects

The following objectives guided program operations during the 1974-75 funding year.

Objective 1. - (Curriculum Development)

- Ethnic studies curriculum materials will be developed for integration into existing academic disciplines at the elementary, secondary, and college levels with their focus being upon the roles and contributions of ethnic groups in the growth and development of Greater Cleveland, the United States, and the world.

Objective 2. - (Training)

- In-service training will be provided for elementary and secondary school teachers in general ethnicity and in the use of ethnic studies curriculum materials in the classroom.

Objective 3. - (Dissemination)

- Copies of newly developed curriculum and associated materials, as well as program findings, will be disseminated to participating school systems in Greater Cleveland as well as other organizations throughout the United States.

Objective 4. - (Community Involvement)

- Representative members of the ethnic communities will act as consultants, through the Advisory Council, in the curriculum development process.

Objective 5. - (Cooperative Involvement With Other Projects)

- Cooperation with other ethnic projects and national ethnic foundations will be carried on during the year.

The assessment of the degree to which the program was implemented according to plan is described in the evaluation section of this document.

Summary of Operations

In practice, the administration and operation of the program were the joint responsibility of the Cleveland Public Schools and the Inter-collegiate Academic Council. However, major operational responsibilities were apportioned among university, public school, and community representatives serving the program. (See Appendix A, Pages 48-54 for a complete listing of component groups' membership affiliation). The following summarizes the operational indicies which guided component group activities.

Basic Research Team. -- A team of university representatives was appointed and charged with the responsibility of researching, gathering, and organizing materials related to ethnicity. The team was headed by a Co-Director for Research and consisted of two additional ethnic studies specialists. The group was to review the currently available information contained within the archival holdings of Ohio's universities, libraries, museums, and ethnic groups organizational headquarters. The information gathered would form the content base for the development of elementary and secondary curricula. Additionally, the gathered information would be used as source material for broadening existing college courses of study in ethnicity; provide reference materials that could be distributed to schools, universities, and libraries; and serve as informational reference material upon which the program's in-service instructional objectives would be based.

Curriculum Development Team. -- A second major operational component of the program consisted of public and non-public school personnel. The team, headed by a Co-Director for Curriculum, was composed of two additional members who possessed exemplary writing and organizational skill abilities, teaching experience, and experience in curriculum development. They were assigned to the task of translating the research information into language, sequence, and format suitable for integration with existing social studies, language arts/literature, and art/music curricula. The roles and contributions of various ethnic groups were to be emphasized. Additional responsibilities included field -testing and revising all materials produced by the team.

Advisory Council. -- In order to provide for maximum community involvement in program operations, local ethnic group representatives were invited to participate as Advisory Council members. Council membership was broadly representative of the school systems, institutions of higher education, ethnic communities, as well as, racial, religious, and cultural groups with which the program was concerned. Monthly meetings enabled the 42 participating members to provide advice on the authenticity of curriculum materials, to suggest direction and content in the development of materials, and to provide evaluative input throughout all phases of the program.

Focus of Evaluation

The program evaluation sought answers to the following questions, representing operational indices of attainment of the objectives:

Curriculum Development

- Were ethnic studies curriculum materials developed which could be integrated into existing academic disciplines at the elementary, secondary, and college levels?
- How effective were the materials in imparting information to students?

Training

- Was in-service training provided for elementary and secondary school teachers in general ethnicity and in the use of ethnic studies curriculum materials in the classroom?
- How effective was the training in imparting information to teachers?

Dissemination

- Were copies of newly developed curriculum and associated materials, as well as program findings, disseminated to participating school systems in Greater Cleveland as well as other organizations throughout the United States?

Community Involvement

- Did representative members of the ethnic communities act as consultants through the Advisory Council in the curriculum development process?

Cooperative Procedures

- Did program staff share and exchange ideas as well as materials with other ethnic projects and national ethnic foundations?

II. HIGHLIGHTS OF FINDINGS

Were ethnic studies curriculum materials developed which could be integrated into existing academic disciplines at the elementary, secondary, and college levels?

During the 1974-75 funding year, program staff developed one ethnic curriculum package entitled, Multi Ethnic Curriculum, containing 12 units, two filmstrip/tape presentations, and one bibliographical guide designed for integration into the social studies, language arts/literature, and art/music subject areas for each of three grade levels (elementary, junior and senior high schools). Additionally, the package will include 17 scholarly historical monographs which outline major Greater Cleveland ethnic groups' development and cultural contributions as well as one monograph comprising papers and addresses presented at Cleveland conferences on ethnicity. The monographs are still in the process of being reviewed and revised at the date of this report.

The materials concentrate upon the roles and contributions of ethnic groups in the growth and development of Greater Cleveland, the United States, and the world. Those criteria established for curriculum development are represented within the scope and focus of all materials. These outcomes indicate that the curriculum development objective was attained.

How effective were the materials in imparting information to students?

A non-equivalent control group design was implemented to determine the effectiveness of the newly developed curriculum materials. A total of seven units were field-tested on the elementary, junior, and senior high levels in the social studies, language arts/literature, and multi-media areas. Unit exams were administered on a pre/post basis to a total experimental group (N=617) and control group (N=539) representing participants from 20 Cuyahoga County schools.

An analysis of variance was used to determine the significance of field-test data results. A unit-by-unit examination of pre/post results revealed that:

- experimental groups scored significantly higher on post tests in comparison to pre test scores;
- gains which experimental groups exhibited were significantly higher than the gains exhibited by control groups.

Additionally, the units' "t" values calculated from experimental and control group posttest results proved to be significant at or beyond the $p. < .001$ level. Data further revealed that experimental group pre/post mean score differences ranged from 1.56 to 8.98. The tests' reliability coefficients (Kuder Richardson Formula 20) ranged from .627-.845. Each of the seven coefficient figures are satisfactory for locally devised test instruments.

In light of these factors, the gains made by the experimental groups represented changes of significant magnitude when compared to control group results. The curriculum proved to be significantly effective in terms of imparting information to students. These outcomes lend additional support to the attainment of the curriculum development objective.

Was in-service training provided for elementary and secondary school teachers in general ethnicity and in the use of ethnic studies curriculum materials in the classroom?

A total of 142 participants attended the program's two ten-week in-service courses. Both primarily emphaized informational content related to the study of ethnic groups within Greater Cleveland. A relatively small portion of activity time was devoted to the use of ethnic studies curriculum materials in the classroom.

Additionally, the program sponsored two one-day conference workshops. The first workshop entitled "Ethnic Awareness in Our Schools", provided community and educational representatives (N=210) with the opportunity to be informed of the status of ethnicity within local and national educational institutions. Highlighting the conference were session presentations made by numerous ethnic studies specialists who suggested ways of integrating the ethnic experience into the classroom. A second workshop was held for those individuals closely associated with the program's activities during the year. The invited participants (N=91) heard an address delivered by Mr. Paul Gibson, Director of the Illinois Office of Education upon the topic, "Ethnic Studies: A Synthesis or Symptom?" These outcomes indicated that the in-service training objective was only partially attained due to the relatively small portion of activity time devoted to the use of ethnic studies curriculum materials in the classroom.

How effective was the training in imparting information to teachers?

A non-equivalent control group design was implemented to determine the effectiveness of in-service training. An exam administered on a pre/post basis to experimental (N=60) and control (N=17) participants attempted to measure cognitive and affective changes in participants' behavior as a result of the training. An analysis of variance was used to determine the significance of test results.

Data revealed that the:

- experimental group did score significantly higher on the post attitudinal exam in comparison to their pre attitudinal scores.
- experimental group did not score significantly higher on the post knowledge exam in comparison to their pre knowledge scores.
- gains which the experimental groups exhibited on both the attitudinal and knowledge exams were not significantly higher than the gains exhibited by the control group.

Attitudinal exam results revealed that the experimental group (N=60) evidenced a total mean score gain of 5.37 (from 118.38 to 123.75). The gain proved to be significant at or beyond the $p<.001$ level. The control group (N=17) gain of 2.11 (from 117.41 to 119.53) did not prove to be significant. However, a pooled variance estimate of experimental and control group pre/post results failed to reveal an experimental gain large enough to show a significant difference between the groups on posttest results.

The in-service knowledge test consisted of 30 true/false items. The experimental group total mean score gain of .63 (from 22.70 to 23.33) and control group total mean score gain (loss) of -1.08 (from 22.41 to 21.33) failed to show a significant change.

Data results revealed that in-service training was not significantly effective in imparting information to teachers. Interpretation of this apparent failure must take into account a variety of considerations. First, the primary instructional mode involved a team teaching approach with visiting lecturers providing the basic informational content. This type of format made it very difficult to anticipate the content of a speaker's presentation. Therefore, it was virtually impossible for the in-service coordinator to insure that the lecturers' content related to course objectives. Second, teachers who voluntarily enrolled in the course would more than likely possess positive attitudes toward the subject of ethnicity possibly attributable to a previous knowledge of ethnic studies information.

Were copies of newly developed curriculum and associated materials, as well as program findings, disseminated to participating school systems in Greater Cleveland as well as other organizations throughout the United States?

Dissemination efforts were continually carried on during the entire 1974-75 fiscal year. Project records indicated that materials developed by the program were distributed to approximately 443 administrative and teacher representatives from Cuyahoga County's public and non-public school systems. The majority of these materials were dispersed at the project's in-service training sessions and conference workshops.

Additionally, selected copies of materials were presented to all Advisory Council members (N=42); the two largest Title IX ethnic funded projects (Chicago and Detroit); and numerous other educational institutions and programs throughout the United States. Also, all materials and program findings were forwarded to the United States Office of Education.

Despite a limited budget, results indicate that program staff were successful in their attempts to disseminate developed materials on both the local and national levels. These outcomes indicate that the objective was attained.

Did representative members of the ethnic communities act as consultants through the Advisory Council in the curriculum development process?

The program involved the active participation of more than 42 ethnic group representatives. Working through the Advisory Council, participants were called upon to provide research material as well as consultative and evaluative advice during curriculum development; assist in the dissemination of program materials; serve as in-service consultants and instructors; and supply evaluative input throughout all other phases of the program.

Additionally, the major ethnic groups (N=17) represented on the Advisory Council were afforded the opportunity to contract scholars to prepare monographs outlining their groups development and cultural contributions. More than 15 representatives were asked to serve as in-service instructors or provide specific research material related to their own ethnic group during curriculum development. Finally, all Advisory Council representatives had the opportunity to review newly developed materials and provide evaluative input. Three council appointees prepared periodic evaluative reports which focused on the units' methodology. These outcomes indicate that the objective which focused upon the consultant role of Advisory Council representatives was attained.

Did program staff share and exchange ideas as well as materials with other ethnic projects and national ethnic foundations?

The program staff devoted a major portion of their time communicating with other ethnic projects and national foundations throughout the United States. Cooperative activities conducted in an effort to share and exchange ideas as well as materials included: maintaining telephone and mail communications; contributing monthly articles to the Heritage Exchange newsletter (cooperatively produced by the Cleveland, Chicago, and the South East Michigan Regional Ethnic Studies Center projects); and mailing monthly program newsletters and Advisory Council summary proceedings to locally interested persons. Additionally, the program staff attended approximately eight national, regional, and local ethnic project/group organizational meetings and approximately three Congressional hearings to support the continuation of ethnic funding. Also, visits were made to approximately three other regional ethnic projects.

As a result of these activities, the program staff received overwhelming response from national as well as international programs (e.g., Georgia, Texas, Australia, etc.) requesting project materials. Staff members were also able to participate in the establishment of the Midwest Consortium of Ethnic Projects providing the Cleveland, Detroit, and Chicago projects opportunities to exchange as well as eliminate a duplication of efforts. Additionally, the staff assisted in creating the Heritage Exchange newsletter which helped to promote mutuality among participating projects. These outcomes indicate that the objective related to sharing and exchanging of ideas as well as materials was attained.

Implications and Recommendations

The outcomes of the 1974-75 Ethnic Studies Development Program reflect attainment of most objectives. Particularly impressive were the quantity as well as quality of activities and materials the program staff was able to develop within the relatively short time span of approximately ten months. For example, the developed materials were not only capable of being integrated within the academic disciplines at the elementary, secondary, and college levels, but were representative of a variety of instructional approaches (e.g. curriculum and activity units, audio-visual materials, bibliographies, and scholarly monographs). Additionally, field-test results indicated that these materials were significantly effective in imparting information to students. Also, the program was relatively successful in its attempt to involve the total community (individuals representing ethnic groups and educational systems) in activities which helped to unify the ethnic consciousness within Cuyahoga County. Indicative of this achievement was the attempt to provide in-service training to elementary and secondary teachers and the concerted effort made to disseminate program materials locally and nationally. These accomplishments provided an illustrative example of what can be accomplished by combining the talents of both community and educational institutions. Hopefully, it will encourage other instititutions to make ethnic studies an integral part of every student's education.

An additional goal of the project was to create a program for research and curriculum development which could serve as an exemplary model to educational institutions throughout the country. Data appear to indicate that a number of basic procedural problems arose during the year that must be addressed before others attempt to duplicate the program's efforts. For example, Advisory Council, Basic Research and Curriculum team members indicated a relative dissatisfaction with the methods used to obtain information needed for curriculum development. Procedures cited as being particularly handicapping in this regard included: research material being gathered concurrently rather than before curriculum writing began; the part-time status of Basic Research Team members; and the separation of both teams' working locations making it difficult to share information and ideas on a regular basis.

Although it has been determined that a continuation of funding will not occur, the evaluation outcomes suggest the following specific avenues of action that may improve the attempts made by others who wish to duplicate such efforts:

- Reduce the scope of curriculum development in order to provide curriculum writers and research personnel adequate time to gather information and plan methodological approaches. Although the quantity and quality of materials published during 1974-75 were superior, staff members appeared to feel that the inclusive scope of production inhibited their efforts.

- Appoint one full-time director who would be able to devote all of his/her efforts to coordinating the activities of the program's three components.

Staff responses indicated that an apparent lack of clarity appeared to exist in regard to the proper role of the program's two Co-Directors.

- Provide for a structured debriefing session after the completion of the needs assessment phase to afford the Basic Research and Curriculum Team members the opportunity to formally exchange findings and mutually develop priorities for future development. During the 1974-75 funding year staff efforts oftentimes appeared to be hampered by unclear conceptions of immediate and long range priorities.

- Locate all program developmental activities within one center where staff personnel can share and exchange ideas on a regular basis. Data appear to suggest that the separation of activities may have contributed to the relative dissatisfaction with the effectiveness of program liaison.

- Continue efforts to involve community groups in all project endeavors. A highlight of program efforts during the 1974-75 funding year was the cooperative enthusiasm displayed by the participating ethnic groups. The project benefited immensely from the wealth of material, information, and insights contributed by the local community.

- Increase efforts to supply teachers with practical methods and suggestions on how to incorporate ethnic studies within their existing classroom curriculum. Program in-service questionnaire data reveals that this type of information was typically regarded as being of the greatest benefit to teachers.

III. PROJECT DESCRIPTION

Procedures

Program activities were conducted in a chronologically ordered four phased sequence. The following briefly summarizes those activities associated with each phase. The procedural description takes note of any operational deviations from the original projected timeline and attempts to provide the rationale for such decisions. Additionally, a graphic comparison of the projected vs. actual procedural activity sequence can be found by referring to Appendix B, page 55.

Activity outcomes relevant to the program's four major operational phases are described in the evaluation section.

Phase I.

Needs Assessment (Summer of 1974). -- Beginning in July of 1974, an intensive review of the currently available materials and resources pertinent to ethnic studies was initiated.

Curriculum Review Assessment. -- Under the direction of the program's Co-Director for Curriculum, a team of four representatives contacted every school superintendant in Cuyahoga County. Although initial contact was by mail, a follow-up phone call to discuss program goals and seek current ethnic curriculum guides and materials was made. Finally, team members visited 44 of the 45 school systems and completed evaluation sheets relating to the existing state of ethnic instruction within each system.

Additionally, publishers were contacted providing valuable insight into the type of materials currently available commercially. Also, team members researched the holdings of the Cuyahoga Public Library, WVIZ public television, and the Cleveland Public Library in order to compile an ethnic film guide.

As a result the team was able to:

- acquire 40 curriculum guides primarily in the social studies area;
- compile an audio-visual resource guide;
- catalog available films on ethnicity;
- prepare an evaluative summary of curriculum materials acquired.

This activity not only helped to publicize the existence of the project but provided valuable insights into the existing state of ethnic programs within Cuyahoga County public schools.

Research Review. -- Simultaneously, the Basic Research Co-Director appointed two ethnic studies specialists and one community resource representative. Their primary responsibility was to research existing materials of university quality, that could be used as reference information during the program's curriculum development phase.

Information that was gathered and/or reviewed included: a listing ethnic study publications contained within the archival holdings of Ohio's and other states universities; graphic and illustrative material related to ethnic peoples, places, and activities in Cleveland accumulated from the Western Reserve Historical Society collections; and relevant materials gleaned from the extensive holdings of the Cleveland Public Library. Additionally, 200 letters were mailed to representatives of ethnic groups, organizations, agencies, radio stations, and newspapers asking for their cooperation in compiling material for the program.

As a consequence of this effort the following items were initially developed:

- an annotated bibliography of existing publications on ethnic studies (230 pages);

- a pictorial inventory of graphic and illustrative materials contained within the Western Reserve Historical Society collections (@ 50 pp.);
- a directory of Greater Cleveland language schools.

Conference. -- A one day conference workshop entitled, "Ethnic Awareness in Our Schools", was held on September 14, 1974, to culminate activities conducted in Phase I. Originally, a pre-operational seminar was to be held in July, 1974 with the intention of presenting the purpose, scope, organization and operational procedures of the program to interested persons. However, it was virtually impossible to gather together individuals during the summer months. Therefore, the decision was made to postpone the seminar and combine the orientational as well as the needs assessment presentations at the September 14 conference workshop. Additionally, budgetary restrictions limited the conference to a one day affair instead of the prosposed one week workshop.

The 175 participants in attendance were presented with an orientational summary of the goals and operational procedures of the project, needs assessment findings, priorities for further research and curriculum development, keynote addresses by Msgr. Geno Baroni and Dr. John Carpenter, and concurrent session presentations providing new insights into the status of ethnicity locally and nationally.

A complete conference agenda can be found by referring to Appendix C , pages 56-59.

Advisory Council. -- Concomitantly with the activities initiated by the Curriculum and Basic Research Team, the 42 ethnic group representatives comprising the program's Advisory Council began meeting monthly on September 5, 1974 to be informed and provide input to further program operations.

As the 1974-75 funding year progressed, representatives became involved with a variety of important issues. Included among these were:

- the Advisory Council's role and its proper operational procedures;
- establishing a curriculum review committee as well as developing the procedural and technical guidelines needed to provide evaluative input during the curriculum development process;
- contractually arranging for the writing of their own groups' historical monograph;
- developing a local newsletter and contributing to a midwest ethnic project consortium publication that would keep interested parties aware of the progress made by those who were endeavoring to further ethnic study awareness;
- the planning of additional projects that would continue to unite Cleveland's ethnic groups;
- methods that could be used to further the cause of ethnic awareness locally and nationally.

Phase II.

Research, Curriculum Development, and Initial Training (Fall and Winter of 1974). -- Using as a guide the priorities and directions established during the final conference workshop under the assessment phase of the program, work was begun on curriculum development and additional basic research.

Basic Research. -- During Phase II, the basic research team continued in their development of the annotated bibliography, the pictorial inventory historically depicting Cleveland's ethnic groups' development and the language school directory. Additionally, the Research Co-Director was intermittently called upon to provide informational resource material and suggest ethnic specialist consultants who could aide the curriculum team.

During Phase II, the program staff with the advice and consent of the Advisory Council decided not to appoint five half-time ethnic studies specialists who were to gather and organize additional basic research material needed for the development of ethnic studies curricula during the remaining ten months of the program's operation. Basically, the rationale behind this decision was two-fold. First, it was felt that a sufficient amount of material was accumulated during the needs assessment phase and any additional information needed could be supplied by the existant three member research team or periodically contracted specialists. Secondly, the staff firmly believed that the success of the project critically depended upon obtaining the active support and involvement of the community. Any activity that would promote this objective was deemed worthy of the program's attention.

Therefore, it was decided to permit Cleveland's major ethnic organizations to contract scholars of their own choice to prepare monographs outlining their groups' development and cultural contributions. Guidelines were developed by the basic research team to insure that each monograph maintained the expectant high level of scholarship. (Refer to Appendix E, Pages 72-74. An honorarium was given to each group to help defray monograph writing costs. The program's Community Resource Coordinator was responsible for reviewing the content of each document as well as providing on-going consultant service during their production. Refer to Appendix F, Pages 75-76 for a complete list of participating ethnic groups and writers appointed to produce each monograph.

Beginning in November, 1974, the Research Co-Director began to develop the organizational framework that would guide the program's two in-service courses planned to be implemented during Phase III. The training sessions were offered to Cuyahoga County's public and non-public school teaching staffs. The participating teachers took the two credit graduate level courses at no cost since the fees were absorbed by the program. The program's curriculum Co-Director mailed letters to all county superintendants requesting interested persons to apply. As a result, over 250 elementary and secondary teachers expressed interest in participating. However, the planned sessions could only accomodate a total of 142 participants. Selections, therefore, were made in order to insure that an equal distribution of elementary, junior, and senior high school teachers from as many county school systems could be represented.

The ten week courses were coordinated by two Advisory Council appointees considered to be ethnic studies specialists. The primary instructional mode involved a team teaching approach with visiting lecturers providing information related to Greater Cleveland's ethnic group experiences. The sessions not only focused upon informational content but also emphasized methodology and implementation in the classroom (Refer to Appendix G, pages 77-79).

Curriculum Development. -- In September of 1974, the curriculum team initiated the curriculum writing process. Specific priorities and topics for development were generated based upon the results of needs assessment information and recommendations made by Advisory Council and conference workshop participants. Recommended priority guidelines included:

- utilizing gathered material to develop an ethnic curriculum package suitable for use at the elementary, junior and senior high levels;
- developing a series of three specific component units related to the social studies, language arts/ literature, and art/music subject areas that primarily focus upon the ethnic groups of Greater Cleveland;

- introducing a variety of instructional techniques including the use of audio-visual and oral history tape materials;
- emphasizing positive awareness concepts rather than old stereotypes;
- stressing contemporary ethnic group contributions rather than the immigration experiences of the 1900's;
- writing curricula on a balanced proportion to include as many groups as possible without stretching either the writers' and/or readers' endurance and imagination solely for the sake of inclusion.

During the curriculum development process, the writers frequently called upon the Basic Research team to provide additional informational material as well as contracted the services of academic specialists and community representatives in an effort to maintain the authenticity of the curricular content. Also, the Western Reserve Historical Society provided such valuable advice and assistance during the production of multi-media materials that it was found to be unnecessary to appoint a full-time multi-media specialist. Additionally, the Society contributed significant visual materials depicting Cleveland's past as well as present ethnic lifestyles, art, and architecture.

By January 9, 1975, the curriculum team had completed draft versions of the elementary, junior, and senior high school social studies and language arts/literature component units. Prior to this date, the Advisory Council assigned three of its members the responsibility of reviewing the units and preparing a written evaluation of their findings. It was felt that the three member review team composed of educators familiar with curriculum construction would be better qualified to review unit methodology. The team established evaluative criteria to guide them in their process of review. (Refer to Appendix H, pages 81-82). During 1974-75 three separate evaluative reports were submitted to the writing team and Advisory Council. The remaining Advisory Council ethnic representatives examined the authenticity of curriculum contents. Curriculum Review Team and Advisory Council recommendations were incorporated into the approved copies of the final component units.

Phase III

In-Service and Field-Testing (Winter and Spring of 1975). -- During the program's third phase, the Basic Research Team continued in their efforts to supply the curriculum writers with informational material requested; monitored the progress of monograph development; brought to a successful completion the initial in-service course; and directed the planning and implemention of the second course offered by the program. Concurrently, the Curriculum Team initially completed seven of the nine proposed curricular units; prepared to implement a special training course on how to use the units in the classroom; initiated curriculum field-testing; and revised the units based upon test results. Additionally, program staff actively participated in various local and national conferences.

In-Service Training on Curriculum Units. -- During the final weeks of March, 1975, a sample of teacher volunteers (N=31) were selected from those enrolled in the first general ethnicity course to receive further training. Selected participants were currently teaching at the elementary or secondary level in the social studies or language arts/literature subject content areas. The teachers represented a sample of urban and suburban public and non-public schools. Refer to Appendix I (Item I), page 83 for field-test classification summary totals.

Under the direction of its Co-Director, the Curriculum Team assumed responsibility for conducting the two training sessions. The sessions were intended to familiarize participants with the initially developed curriculum units that they would be called upon to implement during field-test trials.

Presentations involved a discussion of the primary components common to each unit including: unit rationale, concepts, instructional objectives, suggested activities, and implementation procedures. Additionally, teachers were informed of the procedural mechanics associated with the field-test trial process as well as the evaluative design formulated to assess trial outcomes.

Field-Testing. -- Field-testing of the newly developed curriculum units was supervised by the program's Curriculum Co-Director with assistance from the Division of Research and Development of the Cleveland Public Schools.

In March of 1975, letters were mailed to all participating school principals seeking permission to conduct field-test trials. Additionally, they were asked to submit the name of a second teacher who would be willing to accumulate control group data. A non-equivalent control group design was used to obtain field-test data.

During the period from April 7-28, the 31 selected teachers and an equal number of control teacher appointees from the identical participating schools conducted field-test trials. Those teachers who attended the training in-service sessions were responsible for administering the unit's pretest, implementing the curriculum content, and administering the identical unit exam as a posttest to one of their classes. Additionally, they were asked to assess the unit on the basis of the field-test trial experience by completing a Curriculum Review Reaction Sheet. The teachers appointed to collect control group data administered the identical unit exam on a pre/post basis only to a class comparable in make-up to the experimental groups. A two hour debriefing session was held on April 28, 1975 and was attended by the 21 experimental group teachers to provide curriculum writers with additional feedback information.

Revision of Curriculum Materials. -- By May of 1975, the Curriculum Development Team began to revise and refine the new units for final production. The recommendations made by teachers at the debriefing session and in the review reaction sheets as well as those contained within the Advisory Council's final curriculum review report provided the primary input during this process. The revision process continued into the summer of 1975.

Cooperative Procedures. -- Primarily during Phase III, the program staff devoted a portion of their time communicating with other ethnic projects and national ethnic foundations throughout the country. These activities were promoted in an effort to share and exchange ideas and materials.

Phase IV

Production, Dissemination and Implementation (Summer and Fall 1975). -- By September of 1975, all newly developed curriculum materials were revised, published and placed into convenient packaged kits. The Basic Research Team's Bibliography on Ethnicity was published during September, 1974. The monographs are still in the process of revision as of the date of this report.

Program Review: Production and Dissemination. -- A final Program Review meeting was held on October 11, 1975. The 91 invited participants representing administrators and teachers from Cuyahoga County's public and non-public school systems as well as interested ethnic group representatives were provided with a summary of program operations and results. Additionally, the packaged curriculum kit and associated supporting materials were distributed to each school system participating in the program's activities during the year. The developed monographic series will also be reproduced for distribution to schools, universities, and libraries when it becomes available. All material developed in the course of the project will be forwarded to the U. S. Office of Education.

Implementation. -- Mass reproduction of the new curriculum units and reference materials and full scale implementation of the new materials in the participating universities, and school systems will be the responsibility of the universities and school systems themselves. However, the Cleveland Public School's Division of Social Studies has introduced program materials in a number of classrooms during the 1975-76 school year.

IV. ANALYSIS OF FINDINGS

Evaluation Design

Evaluation activities for the 1974-75 operation of the Ethnic Heritage Studies Development Program focused on two dimensions:

- Data related to a description of program output including the materials developed and services provided.
- Data related to the impact of program materials and services on the participants served.

A descriptive statistical approach was taken in evaluating and reporting program output. Pretest/posttest experimental and control group data as well as questionnaire data were analyzed to evaluate and report the impact of program materials and services.

Presentation of Findings

The evaluative procedures were addressed to the basic evaluation questions presented under the heading, Focus of Evaluation, appearing on page five of this report. Each basic evaluation question will be posed, followed by an examination of the data pertinent to that question. Included where appropriate will be a description of instrumentation and data collection procedures.

Curriculum Development

Were ethnic studies curriculum materials developed which could be integrated into existing academic disciplines at the elementary, secondary, and college levels?

Curriculum Materials Produced. -- The curriculum materials developed during the duration of the 1974-75 funding year represented the joint efforts of individual curriculum writers, researchers, and the close cooperation and involvement of Cleveland's ethnic communities.

The materials are contained within one ethnic curriculum package entitled, "Multi-Ethnic Curriculum". The package is composed of units related to the social studies language arts/literature, art/music, and home economic subject areas. The time needed to implement each unit was deliberately designed not to exceed four weeks in order to encourage the integration of materials into the existing academic disciplines at the elementary, junior, and senior high school levels.

The materials were primarily planned to provide students and teachers with an understanding and appreciation of the pluralistic composition of Cleveland and the nation. This focus becomes readily discernable upon review of the package contents. Materials included:

Elementary School

- Five units which attempt to explain how American celebrations have become an amalgamation of customs from many countries; the relationship between ethnic folk music and the immigrant experience; and the way in which ethnic groups order experience through the medium of folklore.

Junior High School

- Two units which attempt to explain the similiarities and differences in experiences encountered by immigrants to the United States with particular focus on Greater Cleveland and how ethnic literature reflects the unique circumstances of the author's personal life and cultural environment.

Senior High School

- Two units which attempt to explain the forces which prompted immigrants to come to America and how the creation of an ethnic folk hero becomes the reflection of the values and beliefs of a culture.

Junior/Senior High School

- Three units, adaptable to grades 7 through 12, which attempt to explain why there is a great variety in American cuisine; the role of propaganda and sterotyping as illustrated in contemporary posters (circa 1917-1919); and the experiences of immigrants as they emigrated through the use of gaming activities.

Multi-Media

- Two filmstrip/tape and poster presentations which attempt to explain the concept of ethnic mobility through a visual and oral examination of six Cleveland ethnic communities.

Bibliographical Guide

- A guide prepared to serve as a reference on publications and research material related to the needs of Ohio educators in establishing Ethnic Heritage Studies.

Additionally, the package will include 17 historical monographs which outline major Greater Cleveland ethnic groups development and cultural contributions as well as one monograph comprising papers and addresses presented at Cleveland conferences on ethnicity. These materials are still in the process of being reviewed and revised at the date of this report.

How effective were the materials in imparting information to students?

Field Test Design. -- A non-equivalent control group design was used to determine the effectiveness of the newly developed curriculum materials. A total of seven separate units were field-tested. These included:

- three social studies units field-tested at the elementary, junior, and senior high school levels.
- three language/arts-literature units field-tested at the elementary, junior, and senior high levels.
- one multi-media unit field-tested at the junior and senior high levels.

The curriculum writers with assistance from the Cleveland Public School's Division of Research and Development designed a separate exam for each unit. The exams were administered on a pre/post basis to both experimental and control group participants during a three week period. The total experimental group (N=617) and control group (N=539) represented participants from 20 Cuyahoga County schools.

Field-Test Results. -- An analysis of variance was used to determine the significance of field-test data results. Extreme caution should be taken in interpreting the results due to the nature of the experimental design. Although, the experimental and control groups were given a pretest and posttest, it proved to be impossible to have pre-experimental sampling equivalence. Attempts were made to maintain a degree of comparability between the two groups. For example, groups were selected from the same schools and subject content areas. However, the design precluded controlling for such variables as I.Q. and socio-economic differences that may have existed among and within groups. In spite of this, it should be recognized that the addition of a non-equivalent control group reduces greatly the equivocality of interpretation.

A unit-by-unit analysis of pre/post data revealed that:

- experimental groups scored significantly higher on post tests in comparison to pre test scores;
- gains which experimental groups exhibited were significantly higher than the gains exhibited by control groups.

Additionally, the units' "t" values calculated from experimental and control posttest results proved to be significant at or beyond the $p. < .001$ level. Data further revealed that experimental group pre/post mean score differences ranged from 1.56 to 8.98. The tests' reliability coefficients (Kuder Richardson Formula 20) ranged from .627 - .845. Each of the seven coefficient figures are satisfactory for locally devised test instruments. An item analysis* of each test was made to examine and identify items that needed revision. This information will be used by program staff for test revision purposes. Refer to Appendix J, pages 92-98 and Appendix K, page 99 for complete summary data results.

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* Arieh-Lewy item analysis program package developed at the University of Chicago was used to provide analytic data.

In light of these factors, the gains made by the experimental groups represented changes of significant magnitude when compared to control group results. The curriculum, therefore, proved to be significantly effective in terms of imparting information to students.

Curriculum Ratings. -- Experimental field-test teachers (N=31)* were asked to rate the curriculum materials based upon results of the classroom implementation process. A reaction summary sheet, developed by the Cleveland Public Schools' Division of Research, was used to assess curriculum clarity, usability, effectiveness; to record problems that may have been encountered during implementation; to provide for an overall professional assessment of the materials. (Refer to Appendix I, pages 83-91).

Teachers overwhelmingly rated the materials as being clear, usable, and effective. Ten components common to each unit were rated. Data revealed that from the total of 715 recorded responses, 59% were in the "very clear, usable, and effective" categories, and 40% in the "fairly clear, usable, effective" categories. Only 1% of the total responses fell in the "not at all clear, usable, effective" categories.

Additionally, assessments were made to determine the severity of problems teachers may have encountered when introducing the materials. Nine items related primarily to the suitability and appropriateness of materials were rated on a scale ranging from one ("very serious problems") to five ("no problems"). Data indicated that from a total of 272 recorded responses, 91% were placed in the relatively minor, trivial, or no problem categories.

Finally, teachers were asked to provide an overall professional reaction to the materials. An analysis of recorded responses revealed that teachers overwhelmingly rated the units positively. Nine out of ten (90%) of the total responses (N=158) were placed in the positive categories of "useful, promising, relevant, effective, and interesting". Only 10% of the responses were of the "no opinion" or "useless, discouraging, irrelevant, ineffective, and dull" categories.

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* Although 31 participating teachers were selected to field-test program materials, complete pre/post and experimental/control test data were available for only 26 of those participants.

Typical comments submitted by teachers included:

- through this unit the children began to discover their own feelings;
- my problems were those imposed by the attempt to fit a rather structured class into an open curriculum situation;
- I want to see more of this type of material in use and it must be refined for wide consumption.

Training

Was in-service training provided for elementary and secondary school teachers in general ethnicity and in the use of ethnic studies curriculum materials in the classroom?

In-service Training Provided. -- During the 1974-75 program year two in-service courses were offered to interested teachers. Additionally, two one day conference workshops provided invited participants with the opportunity to hear presentations related to the status of ethnicity in Greater Cleveland and the nation. The Co-Director of Basic Research was directly responsible for developing in-service training component formats.

A total of 142 participants attended the two ten-week courses offered consecutively from the weeks of January 6, 1975 to May 19, 1975. Both courses primarily emphasized informational content related to the study of various ethnic communities within Greater Cleveland. For example, a portion of six sessions offered during the first course covered topics which dealt with the cultural history and composition of nine major ethnic groups found in Cleveland, while the remaining topic presentations discussed conceptual approaches to ethnicity.

Very little emphasis was placed on the use of ethnic studies materials in the classroom. For example, only two of the ten sessions were devoted entirely to a review of teaching strategies for ethnic studies. The seventh session, presented by Mr. Joseph Frattaroli (Project Training Supervisor for the Illinois Project in Ethnic Studies), focused upon strategies and methodologies being used in a teacher training program for the State of Illinois. Session ten presented a review of the Cleveland Ethnic Heritage Program curricula. A portion of session three dealt with, "How to Develop a Family Tree", a suggested class activity (Refer to Appendix G, page 80).

Workshop Conferences. -- An introductory orientation workshop was attended by 210 community and educational representatives on September 14, 1974. The conference entitled, "Ethnic Awareness in Our Schools", provided participants with the opportunity to be informed of the status of ethnicity within local and national educational institutions.

Morning keynote addresses were focused upon why ethnic studies must become an integral part of a school's instructional curriculum. During the afternoon, participants attended two sessions of their choice selected from a list of ten presentations. Session presentations were made by numerous ethnic studies specialists who suggested ways of integrating the ethnic experience into the classroom. (Refer to Appendix C. page 56-59).

Additionally, 91 invited individuals, who were closely associated with the program's activities during the year, attended a closing conference workshop held on October 11, 1975. Highlight of the session was the keynote address delivered by Mr. Paul Gibson, Director of the Illinois Office of Education. His presentation centered upon the question, "Ethnic Studies: A Synthesis or Symptom?"

In summary, the in-service objective of providing training in ethnicity was considered to be only partially attained due to the relatively small portion of activity time devoted to the use of ethnic studies curriculum materials in the classroom.

How effective was the training in imparting information to teachers?

In-Service Evaluation Design. -- A non-equivalent control group design was used to determine the effectiveness of in-service training. The Basic Research Team with assistance from the Cleveland Public School's Division of Research and Development designed an exam that attempted to measure cognitive and affective changes in participants behavior as a result of the in-service training. The exam was administered on a pre/post basis to experimental and control group participants during a ten week period. (Refer to Appendix L, Pages 100-104). The total experimental group (N=60) and control group (N=17) represented participants from various Cuyahoga County schools. Additionally, questionnaires were developed to obtain information related to the participants' overall reaction to the program's offerings. (Refer to Appendix M, Pages 105-109).

In-Service Test Results. -- An analysis of variance was used to determine the significance of in-service test results. Once again, extreme caution should be taken in interpreting the results due to the nature of the experimental design.

Data revealed that the:

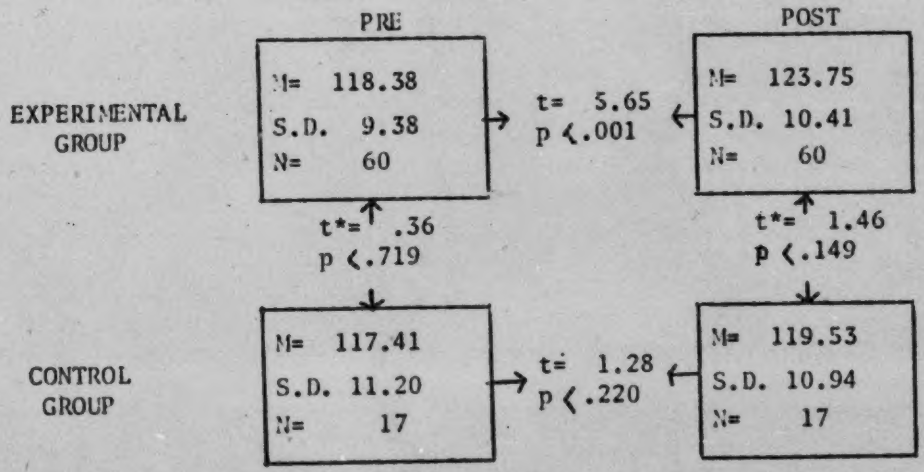
- experimental group did score significantly higher on the post attitudinal exam in comparison to pre attitudinal scores;
- experimental group did not score significantly higher on the post knowledge exam in comparison to pre knowledge scores;
- gains which the experimental groups exhibited on the attitudinal and knowledge exams were not significantly higher than the gains exhibited by the control groups.

Individual attitudinal scores were calculated by assigning point values to the corresponding responses made by participants on the 30 item test, The point value range (1-5) represented most negative to most positive responses. A total point value of 150 corresponded to a perfect positive response pattern. Individual scores were derived by summing the response value across all 30 items. The mean scores for individual groups were obtained by adding all individual score totals and dividing by "N" for each group.

Data analysis revealed that the experimental group (N=60) evidenced a total mean attitudinal score gain of 5.37 (from 118.38 to 123.75). The gain proved to be significant at or beyond the $p < .001$ level. The control group (N=17) gain of 2.11 (from 117.41 to 119.53) did not prove to be significant. However, a pooled variance estimate of experimental and control group pre/post results failed to reveal an experimental gain large enough to show a significant difference between the groups on posttest results. Figure I illustrates attitudinal test results:

FIGURE I

A Comparison of Mean Scores on
Pre and Post Attitudinal Tests
for Experimental and Control Groups


PRE
POST
EXPERIMENTAL GROUP
M= 118.38
S.D. 9.38
N= 60
t= 5.65
p <.001
M= 123.75
S.D. 10.41
N= 60
t*= .36
p <.719
t*= 1.46
p <.149
CONTROL GROUP
M= 117.41
S.D. 11.20
N= 17
t= 1.28
p <.220
M= 119.53
S.D. 10.94
N= 17

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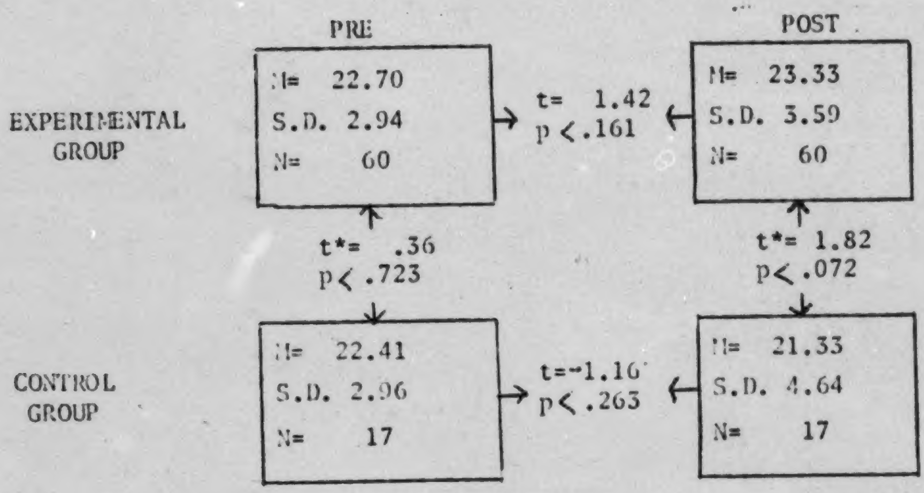
* Homogeneity of variance was satisfied for pre ($F=1.43$ $p < .321$) and post ($F=1.10$ $p < .744$) tests. Therefore, the "t" value was computed to arrive at a pooled variance estimate.

The in-service knowledge test consisted of 30 true/false items. The experimental group total mean score gain of .63 (from 22.70 to 23.33) and control group total mean score gain (loss) of -1.08 (from 22.41 to 21.33) failed to show a significant change.

FIGURE II

A Comparison of Mean Scores on
Pre and Post Knowledge Tests
for Experimental and Control Groups


PRE
POST
EXPERIMENTAL GROUP
M= 22.70
S.D. 2.94
N= 60
t= 1.42
p < .161
M= 23.33
S.D. 3.59
N= 60
t*= .36
p < .723
t*= 1.82
p < .072
CONTROL GROUP
M= 22.41
S.D. 2.96
N= 17
t=-1.16
p < .263
M= 21.33
S.D. 4.64
N= 17

Data results reveal that in-service training was not significantly effective in imparting information to teachers. Interpretation of the apparent failure must take into account a variety of considerations. First, the primary instructional mode involved a team teaching approach with visiting lecturers providing the basic informational content. This type of format made it very difficult to anticipate the content of a speaker's presentation. Therefore, it was virtually impossible for the in-service coordinator to insure that the lecturers' content related to course objectives. Second, teachers who voluntarily enrolled in the course would more than likely possess positive attitudes toward the subject of ethnicity possibly attributable to a previous knowledge of ethnic studies information.

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* Homogeneity of variance was satisfied for pre (F=1.01 p<.916) and post (F=1.67 p<.157) tests. Therefore, the "t" value was computed to arrive at a pooled variance estimate.

Reaction of Participants. -- In-service participants (N=61) responding to an opinion questionnaire were asked to assess the attainment of proposed objectives; the quality of information provided by its instructional activities; and the applicability of its presentations to classroom instruction. (Refer to Appendix M, pages 105-109).

Data reveal that from a total of 605 responses recorded for objective assessment items (61-70): 76% (459) fell within the "excellent" or "good" categories; 17% were within the "average" response category; and less than 7% (44) were placed in the "fair" or "poor" categories. In particular, more than nine out of ten participants (92%) felt that the course did an "excellent" or "good" job in providing them with "a general overview of ethnicity" with only 8% responding in the "average" or "fair" categories. Also, participants were extremely satisfied with the useful knowledge that was imparted. This item was rated "excellent" or "good" by 90% of the participants with only 10% "average" or "fair" responses recorded. Participants, however, believed that the course should have allowed them more "time for adequate dialogue" (50% of the participants rated this item "excellent" or "good" and 50% rated it "average", "fair", or "poor"). Slightly more than five out of ten (55%) felt that the course did an "excellent" or "good" job in providing them with "solutions to questions raised" and 45% rated the item "average" or "fair". A summary of objective assessment items reveals that although well over the majority (76%) of participants believed the course accomplished it's objectives, many felt it should have allowed them to participate more fully in discussions.

In rating the course's seven instructional activities, the participants rated "guest speaker lecturers" as being the activity which provided them with the highest quality of information (9[illegible]% rated this activity "excellent" or "good", while only 8% rated it "average" or "fair"). Again, participants felt that the quality of information obtained during the question and answer periods was inadequate (only 53% rated this activity "excellent" or "good" and 47% rated it "average", "fair" or "poor").

Finally, participants rated the session presentations in terms of their applicability of instruction. The "Early Settlers of Cleveland" session received the highest rating (85% of the recorded responses were "excellent" or "good" while only 15% were "average" or "fair" responses. (Refer to Appendix M, pages 106-107).

Typical comments made by in-service participants included:

- a little more emphasis could have been placed on classroom instruction and procedures in getting the students more involved;
- although this experience has been a very fine pioneer attempt, I wish the class could have been smaller so that more inter-change could have occurred;
- I would like to see an elementary school person speak on teaching ethnicity in upper elementary (grades 4-6) because so much of the classroom techniques were applicable only to high school;
- the time allotted some speakers did not permit them to develop their subjects as thoroughly as they possibly could have. However, the sessions overall were very informative and inspiring.

In summary, participants viewed the in-service sessions relatively favorable, although they believed more time should have been devoted to discussions.

An analysis of questionnaire data obtained from the September 14 conference worshop revealed that participants (N=210) viewed the overall conference as being extremely effective. Out of a total of 479 responses recorded for Items 1-8, 433 responses (90%) fell within the favorable categories while only 46 responses (10%) were in "unfavorable"/"no opinion" categories. One of the highest favorable response ratings was recorded for Question six (The direction of the Cleveland project offers potential benefits which you can use in your school or organization). The question received 89% favorable ratings compared with only 6% "unfavorable"/"no opinion" ratings. This indicates that participants viewed the information presented at the workshop as potentially useful. Also, those attending the afternoon sessions appeared to rate them as being as equally effective. Data revealed that out of a total of 286 responses made to Item 1-5 on the afternoon sessions questionnaire, 231 (81%) fell within the favorable categories while only 55 (19%) fell within the "unfavorable"/"no opinion" categories. Indicative of this favorable view of session effectiveness was the fact that Question three (provide information that was of practical value) obtained one of the highest favorable response ratings. The question received 80% favorable response with only 20% unfavorable response. These results seem to indicate that participants viewed the attainment of practical information as being one of the most crucial contributing factors to session effectiveness. (Refer to Appendix D, pages 60-71).

A sampling of general comments made by participants concerning their overall assessment of the conference included:

- I was very pleased to hear of various programs dealing with ethnic awareness in our schools and as a teacher, I plan to implement some;
- provided information very much needed in our schools;
- we need two days for a conference such as this.

In summary, questionnaire responses revealed that in-service and conference workshop participants viewed the sessions as being extremely effective in providing practical information that could be used to introduce ethnic studies topics within their classroom.

Dissemination

Were copies of newly developed curriculum and associated materials, as well as program findings, disseminated to participating school systems in Greater Cleveland, as well as other organizations throughout the United States?

Dissemination Results. -- The dissemination of program curriculum and associated materials was considered to be an essential ingredient to the success of the program.

Dissemination efforts were continually carried on during the entire 1974-75 fiscal year. A limited budget did not appear to greatly hamper such activities. The success of this endeavor can readily be gauged by the extent of distribution. The results of such activities included:

- providing 210 elementary and secondary teachers from public and non-public school systems in Cuyahoga County as well as interested community group representatives with materials developed by the Basic Research Team including: a 235 page Bibliography on Ethnicity, a listing of resource materials available for the study of ethnicity, and other assorted pamphlets distributed at the September 14, 1975 conference workshop;

- distributing program developed curriculum materials to the two largest Title IX ethnic funded projects (Chicago and Detroit) as well as other educational institutions and programs throughout the United States who requested copies;
- assembling selected copies of program materials and distributing them to approximately 142 elementary and secondary teachers as well as administrators representing various county school systems through their participation in the program's two in-service courses;
- presenting one copy of the Ethnic Heritage Curriculum Kit to each of the 91 educational and community representatives attending the program's closing conference on October 11, 1975;
- providing the 42 Advisory Council members with selected copies of materials to be placed within their ethnic group's organization library;
- forwarding copies of all materials and program findings to the United States Office of Education.

These results indicate that the program staff successfully disseminated developed materials on both the local and national levels. Their commitment to such a process should have provided encouragement to other educational institutions in making ethnic studies an integral part of every student's education.

Community Involvement

Did representative members of the communities act as consultants through the Advisory Council in the curriculum development process?

Community Involvement Results. -- The program involved the active participation of more than 42 ethnic group representatives during the course of the project. This involvement included:

- providing research material as well as consultative and evaluative advice during curriculum development;
- assisting in the dissemination of program materials;
- serving as in-service consultants and instructuctors;
- supplying evaluative input throughout all other phases of the program while serving on the project's Advisory Council.

In particular, the major ethnic groups (N=17) represented on the Advisory Council were afforded the opportunity to contract scholars to prepare monographs which outlined their groups' development and cultural contributions. Additionally, more than 15 representives were asked to serve as in-service instructors or provide specific research material related to their own ethnic group during curriculum development. Finally, all Advisory Council representatives had the opportunity to review the newly developed materials and provide evaluative input. Three council appointees prepared periodic evaluative reports which focused on the units' methodology.

Effectiveness of Liaison. -- The Curriculum and Basic Research Teams as well as Advisory Council members rated the effectiveness of liaison among the three major component groups of the program. Questionnaires developed by the Cleveland Public School's Division of Research and Development asked program staff to assess the extent of input they may have been called upon to provide as well as to provide an assessment of the project's operational activities. (Refer to Appendix O, pages 107-118).

Twelve Advisory Council members returned questionnaires. An analysis of data revealed that respondents considered curriculum evaluation (42% responding "a lot"), monograph development (33% responding "a lot"), and Advisory

Council meeting schedule (33% responding "a lot") to be the areas in which they were called upon to provide the greatest amount of input. The areas rated as being those in which they were afforded the least amount of input included: consultative input provided to Basic Research operations (71% responding "not much"), in-service activities (60% responding "not much"), and staff appointments (40% responding "not much").

Additionally, Advisory Council respondents provided ratings of the frequency in which they were informed of and involved in program operations. Out of a total of 68 responses made to the six items pertaining to operational activities, 84% of the responses fell within the positive categories ("always" or "usually") and only 16% fell within the negative ("hardly ever" or "never") or "no basis for answer" categories.

Curriculum Team (N=3) and Basic Research Team (N=2) members responding to the questionnaire appeared to disagree on their assessments of liaison effectiveness. The Basic Research Team appeared to assess the efforts they made to inform the other operational components of their activities very positively (all ratings that pertained to operational activities fell within the "always" or "usually" categories). However, the Curriculum Team ratings appeared to contradict this viewpoint. For example, two of the three curriculum team respondents recorded "hardly ever" ratings when asked how often they were informed of "activities conducted by the Basic Research Team" and how often were "Curriculum Team requests responded to by the Basic Research Team".

This pattern appeared to be equally as evident when the Curriculum Team was asked to rate the applicability, clarity and adaptability of information supplied to them during the curriculum development process. The members recorded "very" or "fairly" applicable, clear, and adaptable ratings for the information supplied to them by libraries and contracted consultants, while recording a majority of "not at all" applicable clear, and adaptable ratings to the Community Resource Coordinator and Basic Research Team members efforts. In comparison one of the two Basic Research Team members indicated that there were relatively serious problems related to the clarity of Curriculum Team material requests; time allotted to procure and translate material; and to their ability to obtain academic specialists and requested information for Curriculum Team use while directing other Basic Research duties.

Recommendations made by Advisory Council, Basic Research and Curriculum Team members included:

- make the research team into full time personnel working from the same location as the development team;
- need one center where all staff personnel works closely and shares information regularly;
- provide earlier orientation of members on the role of Advisory Committee.

Questionnaire data appeared to confirm the fact that the program was successful in its attempts to involve Advisory Council members. However, it also appeared to reveal a marked difference of opinion among the Curriculum and Basic Research Team members regarding their views of program liaison effectiveness.

Cooperative Procedures

Did program staff share and exchange ideas as well materials with other ethnic projects and national ethnic foundations?

Cooperative Results. -- The program staff devoted a major portion of their time communicating with other ethnic projects and national foundations throughout the country. These activities were promoted in an effort to share and exchange ideas and materials.

Cooperative activities included:

- maintaining telephone and mail communications;
- visiting approximately three other ethnic projects;
- attending approximately eight national, regional, and local ethnic project/group organization meetings;
- contributing monthly articles to the Heritage Exchange newsletter cooperatively produced by the Cleveland, Chicago, and the South East Michigan Regional Ethnic Studies Center projects;
- attending approximately three Congressional hearings to support the continuation of ethnic funding;
- mailing monthly program newsletters and Advisory Council summary proceedings to locally interested persons.

The following is a list of accomplishments achieved as a result of such activities. These included:

- sharing and exchanging ideas as well as materials with other projects and Ethnic Heritage Studies Branch representatives during the two day National Conference of Ethnic Projects in Washington;
- establishing the Midwest Consortium of Ethnic Projects which provided the Cleveland, Detroit, and Chicago projects opportunities to exchange ideas and eliminate a duplication of efforts;
- creating the Heritage Exchange newsletter which helped to promote mutuality among participating projects;

- receiving an overwhelming response from national as well as international program (e.g., Georgia, Texas, Australia, etc.) requesting project materials;
- witnessing the enthusiasm and cooperation displayed by all local ethnic group organizations throughout the entire duration of the project.

Data relative to these areas indicates that program staff made a concerted effort to share and exchange ideas as well as materials with other ethnic projects and national ethnic foundations. As a result, success was achieved in promoting mutuality among ethnic organizational and program represenatives throughout the country.

Implications and Recommendations

The outcomes of the 1974-75 Ethnic Heritage Studies Development Program reflect attainment of most objectives. Particularly impressive were the quantity as well as quality of activities and materials the program staff was able to develop within the relatively short time span of approximately ten months. For example, the developed materials were not only capable of being integrated within the academic disciplines at the elementary, secondary, and college levels but were representative of a variety of instructional approaches (e.g. curriculum and activity units, audio-visual materials, bibliographies, and scholarly monographs). Additionally, field-test results indicated that these materials were significantly effective in imparting information to students. Also, the program was relatively successful in its attempt to involve the total community (individuals representing ethnic groups and educational systems) in activities which helped to unify the ethnic consciousness within Cuyahoga County. Indicative of this achievement was the attempt to provide in-service training to elementary and secondary teachers and the concerted effort made to disseminate program materials locally and nationally. These accomplishments provided an illustrative example of what can be accomplished by combining the talents of both community and educational institutions. Hopefully, it will encourage other institutions to make ethnic studies an integral part of every student's education.

An additional goal of the project was to create a program for research and curriculum development which could serve as an exemplary model to educational institutions throughout the country. Data appear to indicate that a number of basic procedural problems arose during the year that must be addressed before others attempt to duplicate the program's efforts. For example, Advisory Council, Basic Research and Curriculum team members indicated a relative dissatisfaction with the methods used to obtain information needed for curriculum development. Procedures cited as being particularly handicapping in this regard included: research material being gathered concurrently rather than before curriculum writing began; the part-time status of Basic Research Team members; and the separation of both teams' working locations making it difficult to share information and ideas on a regular basis.

Although it has been determined that a continuation of funding will not occur, the evaluation outcomes suggest the following specific avenues of action that may improve the attempts made by others who wish to duplicate such efforts:

- Reduce the scope of curriculum development in order to provide curriculum writers and research personnel adequate time to gather information and plan methodological approaches. Although the quanity and quality of materials published during 1974-75 was superior, staff members appeared to feel that the inclusive scope of production inhibited their efforts.
- Appoint one full-time director who would be able to devote all of his/her efforts to coordinating the activities of the program's three components.

Staff responses indicated that an apparent lack of clarity appeared to exist in regard to the proper role of the program's two Co-Directors.

- Provide for a structured debriefing session after the completion of the needs assessment phase to afford the Basic Research and Curriculum Team members the opportunity to formally exchange findings and mutually develop priorities for future development. During the 1974-75 funding year staff efforts oftentimes appeared to be hampered by unclear conceptions of immediate and long range priorities.

- Locate all program developmental activities within one center where staff personnel can share and exchange ideas on a regular basis. Data appears to suggest that the separation of activities may have contributed to the relative dissatisfaction with the effectiveness of program liaison.

- Continue efforts to involve community groups in all project endeavors. A highlight of program efforts during the 1974-75 funding year was the cooperative enthusiasm displayed by the participating ethnic groups. The project benefited immensely from the wealth of material, information, and insights contributed by the local community.

- Increase efforts to supply teachers with practical methods and suggestions on how to incorporate ethnic studies within their existing classroom curriculum. Program in-service questionnaire data reveals that this type of information was typically regarded as being of the greatest benefit to teachers.

APPENDICES,

ETHNIC HERITAGE STUDIES DEVELOPMENT PROGRAM

ADVISORY COUNCIL

COUNCIL MEMBER	ETHNIC GROUP OR INSTITUTIONAL AFFILIATION
Mr. Theodore Andrica (Former Nationality Editor, Cleveland Press) 218 Public Square Cleveland, Ohio 44114 621-4890 - Office 523-1200 - Home	Rumanian
Mr. Casimir Bielen 3792 East 54 Street Cleveland, Ohio 44105 621-7135	Nationalities Services Center (Polish)
Dr. Joseph Bombelles Department of Economics John Carroll University 20700 North Park Boulevard University Heights, Ohio 44118 491-4391	John Carroll University
Dr. Thomas Campbell, Director Institute of Urban Studies The Cleveland State University 1983 East 24 Street Cleveland, Ohio 44115 687-2138 - Office	The Cleveland State University
Mr. Michael Climaco 600 Terminal Tower Cleveland, Ohio 44113 621-8484	Italian
Mrs. Mary Daley, Representative Peoples & Cultures, Inc. 1330 Old River Road Cleveland, Ohio 44113 621-3749 Commission on Catholic Community Action Diocese of Cleveland 1027 Superior Avenue Cleveland, Ohio 44114 696-6525 x 300-304 - Office	Peoples & Cultures, Inc.

COUNCIL MEMBER	ETHNIC GROUP OR INSTITUTIONAL AFFILIATION
Mr. Russell Davis Two Bratenahl Place Bratenahl, Ohio 44108 681-5841	Writer Community Leader
Mr. George Djelic, Executive Vice President Council of Serbian Organizations of Greater Cleveland 6500 Rousseau Drive Cleveland, Ohio 44129 842-6162	Serbian
Mrs. Helen Fedas 4311 Whitman Avenue Cleveland, Ohio 44113 631-6797 Cleveland Public Library 361-6232	Hungarian
Mr. Eli Ferenchik, Director Ethnic Heritage Center Cuyahoga Community College 2900 Community College Avenue Cleveland, Ohio 44115 241-5966 13845 Shawnee Trail Cleveland, Ohio 44130	Cuyahoga Community College Ethnic Heritage Center
Professor Elyse Fleming Chairwoman, Department of Education Case Western Reserve University Adelbert Hall, Room 26 Cleveland, Ohio 44106 368-2192	Case Western Reserve University
Dr. Terrance Furin North Royalton City Schools 14713 Ridge Road North Royalton, Ohio 44133 237-8800	Cuyahoga County Superintendent's Association
Dr. Zelma George, Executive Director Cleveland Job Corps Center for Women East 107 and Carnegie Avenue Cleveland, Ohio 44106 795-8700	Social Anthropologist

COUNCIL MEMBER	ETHNIC GROUP OR INSTITUTIONAL AFFILIATION
Mrs. Lolette Hanseid, Director Human Relations Federation for Community Planning 1001 Huron Road Cleveland, Ohio 44115 781-2944 x 219 - Office	Federation for Community Planning
Mr. Daniel Homick Department of Human Resources and Economic Development Urban Observatory 1201 Lakeside Avenue Cleveland, Ohio 44114 694-2852 - Office 283-5064	Urban Observatory
Reverend Horst Hoyer Immanuel Lutheran Church 2928 Scranton Avenue Cleveland, Ohio 44113 398-5552 781-9511	German
Mr. Vaclav Hyvnar Executive Assistant to the Mayor Cleveland City Hall 601 Lakeside Avenue Cleveland, Ohio 44114 692-2220 3614 Farland Road Cleveland, Ohio 44118 321-6302	Czech
Mr. Wilbur Kromphardt, Principal Luther Memorial School 8607 Sauer Avenue Cleveland, Ohio 44102 631-3640 - Office 252-5673 - Home	Lutheran Schools
Mr. Ronald Kurowski, Chairman Educational & Cultural Committee Polish American Congress 3273 Fox Run Drive Richfield, Ohio 44286 659-4353	Polish

APPENDIX A (Cont'd)

COUNCIL MEMBER	ETHNIC GROUP OR INSTITUTIONAL AFFILIATION
Dr. Fern Long, Acting Director Cleveland Public Library 325 Superior Avenue Cleveland, Ohio 44114 241-1020	Cleveland Public Library
Sister Mary Loyola Catholic Board of Education 5103 Superior Avenue Cleveland, Ohio 44103 361-7100 x 55 - Office 341-7141 - Convent	Catholic Board of Education
Mr. Alex Machaskee Assistant to Editor in Chief Cleveland Plain Dealer 1801 Superior Avenue NE Cleveland, Ohio 44113 523-4500	Cleveland Plain Dealer Writer
Mrs. Mary Haddad Macron Executive Secretary Greater Cleveland Council of Arab American Relations 1229 Nicholson Avenue Lakewood, Ohio 44107 221-0049 - Home 694-2588 - Office	Arab
Mr. George Anthony Moore, President George A. Moore & Associates, Inc. Union Building Cleveland, Ohio 44115 771-0996	Black American
Ms. Mary Rose Oakar 1892 West 30 Street Cleveland, Ohio 44113 961-7481 - Home 631-2223 - Office	Syrian-Lebanese

APPENDIX A (Cont'd)

COUNCIL MEMBER	ETHNIC GROUP OR INSTITUTIONAL AFFILIATION
Dr. Michael Pap, Director Institute for Soviet Studies John Carroll University 20700 North Park Boulevard University Heights, Ohio 44118 491-4320 Urban Observatory 694-2852 5512 Sheldon Road Cleveland, Ohio 44124 449-1812 - Home	Intercollegiate Academic Council on Ethnic Studies John Carroll University
Mr. John Papandreas 1006 Citizens Building Cleveland, Ohio 44114 861-6470 17828 Lake Road Lakewood, Ohio 44107	Greek
Mr. Ray Pianka 6933 Detroit Avenue Cleveland, Ohio 44102 651-6933	Polish
Mr. Kermit Pike, Chief Librarian Western Reserve Historical Society 10825 East Boulevard Cleveland, Ohio 44106 721-5722	Western Reserve Historical Society
Mr. Larry Retallick Title VII Project Urban League of Cleveland 13916 Euclid Avenue East Cleveland, Ohio 44112 451-0123 - Office	Urban League
Mr. Matej Roesmann, President Slovenian Pristava 1089 East 68 Street Cleveland, Ohio 44103 881-6751 861-3600 - Office	Slovenian

APPENDIX A (Cont'd)

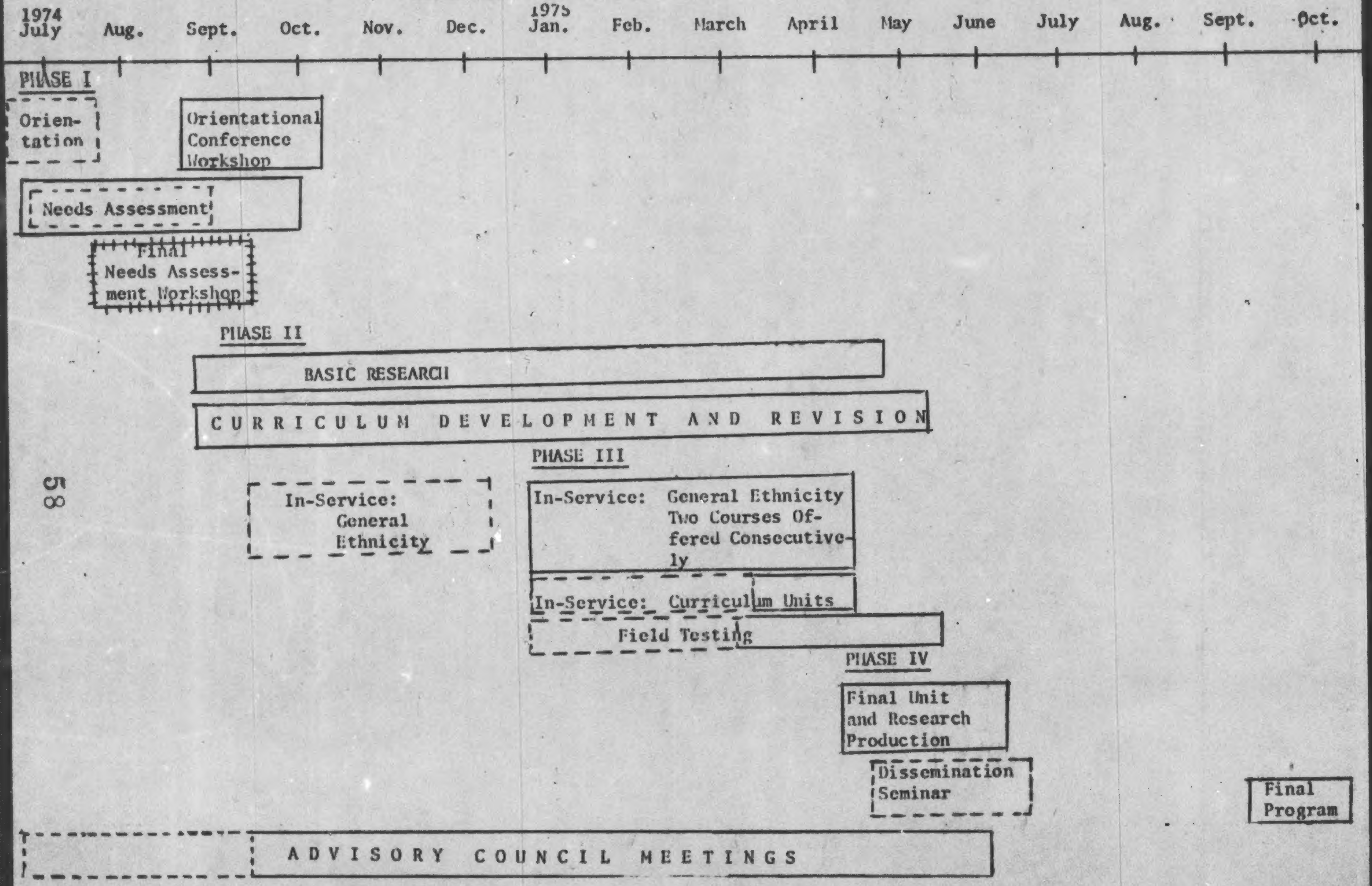
COUNCIL MEMBER	ETHNIC GROUP OR INSTITUTIONAL AFFILIATION
Mr. Roy Rosenbaum Community Relations Associate The Jewish Community Federation 1750 Euclid Avenue Cleveland, Ohio 44115 861-4360	Jewish
Mr. Antonio Ruiz Program Coordinator Spanish American Committee 4500 Lorain Avenue Cleveland, Ohio 44102 961-2100	Spanish
Miss Betty Schwartz Cleveland Hts.-University Hts. School System 13263 Cedar Road Cleveland Heights, Ohio 44118 382-9200 27000 Cedar Road #204-B Beachwood, Ohio 44122 292-4630	Intercollegiate Academic Council on Ethnic Studies Cleveland Hts.-University Hts. Public School System
Mr. Joseph Stempuzis Producer-Director of Lithuanian Program WXEN-FM Radio 4249 Lambert Avenue South Euclid, Ohio 44121 241-2700 x 428 - Office 382-9268	Lithuanian
Miss Lucretia Stoica, Director Nationalities Services Center 1001 Huron Road Cleveland, Ohio 44115 781-4560	Nationalities Services Center (Rumanian)
Mr. Henry Tanaka, Executive Director Hill House 11101 Magnolia Drive Cleveland, Ohio 44106 721-2030 - Office 2192 Grandview Road Cleveland Heights, Ohio 44106 229-2491 - Home	Asian Americans

APPENDIX A (Cont'd)

COUNCIL MEMBER	ETHNIC GROUP OR INSTITUTIONAL AFFILIATION
Mrs. Sonja Unger 15830 South Park Boulevard Cleveland, Ohio 44120 921-3910	Croatian
Mr. Earl Williams, Director Community Relations Board City of Cleveland City Hall, Room 225 601 Lakeside Avenue Cleveland, Ohio 44114 694-3290	Community Relations Board City of Cleveland
Professor Curtis Wilson Director, Black Studies The Cleveland State University 1983 East 24 Street Cleveland, Ohio 44115 687-3655 or 3915	Black Americans

APPENDIX B

Projected vs. Actual Procedural Activity Sequence



NOTE: ---- Broken line boxes represent projected procedural activities.
— Solid line boxes represent actual procedural activities conducted.

APPENDIX C

CONFERENCE PROGRAM

on

"ETHNIC AWARENESS IN OUR SCHOOLS"

organized by

ETHNIC HERITAGE STUDIES DEVELOPMENT PROGRAM

under the auspices of:
The Cleveland Board of Education
and
The Intercollegiate Council on Ethnic Studies

at

John Carroll University
Administration Building

Saturday, September 14, 1974

"Ethnic Awareness in Our Schools"
Saturday, September 14, 1974
John Carroll University

8:30-9:00 AM - REGISTRATION - Coffee and Doughnuts
Lobby, Administration Building

9:00-9:30 AM - WELCOME AND ANNOUNCEMENTS
Main Auditorium
Conference Chairman: Dr. Michael Pap, Director, Institute for Soviet Studies and Chairman of The Intercollegiate Council on Ethnic Studies
Welcome: Fr. Henry Birkenhauer, President, John Carroll University
Introduction: Dr. Paul Briggs, Superintendent, Cleveland Public Schools

9:30-10:00 AM - "Why Ethnic Studies in Our Schools"
Dr. Butler Jones, Chairman, Sociology Department, The Cleveland State University
Main Auditorium

10:00-10:15 AM - Coffee Break

10:15-12:00 AM - Ethnicity - A Visual Aid Approach
(Prepared by Dr. Daniel Weinberg, History Department, Case Western Reserve University)
Main Auditorium

12:15-1:30 PM - LUNCHEON - O'Day Room
Special Guests: Congressmen James V. Stanton, Louis Stokes, and Mayor Ralph J. Perk
Keynote Speaker: Msgr. Geno Baroni, Director, The National Center for Urban Ethnic Affairs

1:30-2:00 PM - The Ethnic Heritage Studies Development Program
Report by Project Directors and Committee Chairmen
Main Auditorium

2:00-3:00 PM - 10 Concurrent Sessions (see next page)
Adjacent Classrooms (to be announced)

3:00-3:15 PM - Coffee Break

3:15-4:15 PM - 10 Concurrent Sessions (see next page)

4:30 PM - CONCLUSION

APPENDIX C (Cont'd)

CONCURRENT SESSIONS

1. Ethnicity and Americans (human awareness and cognitive styles of learning as influenced by acculturation, segregation, assimilation)
   Dr. Morrel J. Clute, Secondary Education, Wayne State University
   Administration Building, Second Floor Room 226.

2. Social Studies and Ethnicity (migration, family study and other aspects)
   Dr. Otto Feinstein, Dean, Weekend College, Wayne State University
   Administration Building, Second Floor Room 225.

3. Ethnicity and Political Behavior
   Dr. Michael Goldstein, Political Science, Case Western Reserve University
   Administration Building, Second Floor Room 232.

4. Multi-Media Resources Available for the Study of Ethnicity in the Schools
   Ms. Rosetta Miller, Director, Multi Ethnic Curriculum Department, Ann Arbor Public Schools, Ann Arbor, Michigan
   Administration Building, Second Floor Room 258.

5. Oral History
   Mr. Arne Alessandrini, Director, Outreach Service, Stark County District Library
   Administration Building, Second Floor Room 233.

6. Community Life (ethnic architecture, museums, libraries, media) Panel
   Moderator: Mr. Kenneth Kovach, Chairman, Community Resources Committee, EHSDP
   Panel Members: Prof. Richard Karberg, Cuyahoga Community College;
   Mr. John Grabowski, Western Reserve Historical Society;
   Mr. Joseph Bauer, Station Manager, WZAK-FM Radio
   Administration Building, Second Floor Room 259.

7. Ethnic Customs (holidays, names, pageantry, etc.)
   Mr. Theodore Andrica, Cleveland authority on ethnic communities
   Administration Building, Second Floor Room 235.

8. Integration of the Ethnic Experience in Elementary Schools
   Interdisciplinary Approach - Panel Session by Cleveland area teachers
   Administration Building, Second Floor Room 248.

9. World Cultures as a Motivating Factor in Ethnic Awareness
   Interdisciplinary Approach - Panel Session by Cleveland area teachers
   Administration Building, Second Floor Room 249.

10. The Immigrant Experience, Past and Present, in American History
    Panel Session by Cleveland area teachers
    Administration Building, Second Floor Room 234.

APPENDIX C (Cont'd)
ETHNIC HERITAGE STUDIES DEVELOPMENT PROGRAM

ADVISORY BOARD

Chairman, Pro tempore: Mrs. Lolette Hanserd

Representatives of Ethnic Groups, Civic Organizations, Social Agencies and Educational Institutions

- Mr. Theodore Andrica
- Mr. Casimir Bielen
- Dr. Joseph Bombelles
- Dr. Thomas Campbell
- Mr. Michael Climaco
- Mrs. Mary Daley
- Mr. Russell Davis
- Mrs. Helen Fedas
- Prof. Elyse Fleming
- Dr. Zelma George
- Mrs. Lolette Hanserd
- Mr. Daniel Homick
- Reverand Horst Hoyer
- Mr. Vaclav Hyvnar
- Mr. Wilbur Kromphardt
- Dr. Fern Long
- Mrs. Lucy Losteiner
- Sister Mary Loyola
- Mr. Alex Machaskee
- Mrs. Mary Macron
- Mrs. Cindy Miller
- Mr. George Moore
- Mrs. Mary Rose Oakar
- Dr. Michael Pap
- Mr. John Papandreas
- Mr. Ray Pianka
- Mr. Kermit Pike
- Mr. Larry Retallick
- Mr. Matej Roesmann
- Mr. Roy Rosenbaum
- Mr. Antonio Ruiz
- Miss Betty Schwartz
- Mr. Joseph Stempuzis
- Miss Lucretia Stoica
- Mr. Henry Tanaka
- Dr. Jack Thomas
- Mrs. Sonja Unger
- Mr. Earl Williams
- Prof. Curtis Wilson
- Mr. George Wrost

STAFF

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University Tower 1754
Cleveland State University
Cleveland, Ohio 44115

Director for Curriculum:
Mr. Gene Veronesi
O.H. Perry School
18400 Schenely Avenue
Cleveland, Ohio 44119

Secretary:
Ms. Judy Szymczyk - 687-4538

Secretary:
Ms. Milagrosa Pagan - 696-2929 Ext. 292

Community Resources Committee:
Chairman: Mr. Kenneth Kovach
University Tower 1754
Cleveland State University
Cleveland, Ohio 44115

Research Review Committee:
Chairman: Dr. Lubomyr Wynar
School of Library Science
Kent State University
Kent, Ohio 44242

Basic Research Committee:
Chairman: Dr. Daniel Weinberg
History Department
Case Western Reserve University
Cleveland, Ohio 44106

APPENDIX D
CONFERENCE ON "ETHNIC AWARENESS IN OUR SCHOOLS"
SUMMARY RESULTS

We need your assistance in providing feedback concerning today's conference. To do that we would appreciate you taking a moment to fill out this questionnaire. Please return it to your session leader.

I. PRESENT STATUS - Please indicate.

POSITION

____University Instructor
____Community-Ethnic Representative
____Teacher
____Administrator

LOCATION

____City
____Suburban

KIND

____Public
____Parochial
____Private

II. REACTION TO OVERALL CONFERENCE

Based on today's conference consider how strongly you personally agree or disagree with the following statements of opinion. Check the following indicators which most clearly reflect your feelings.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. Today's conference provided new information about ethnic heritage studies programs funded through Title IX.					
2. Today's conference provided new information about new resources which relate to the contributions of ethnic groups.					
3. There is a need for the existence of an Ethnic Heritage Studies Development Program like the one outlined.					
4. The goals and operational procedures of the Ethnic Heritage Studies Development Program were clearly presented.					
5. Today's conference demonstrated the value of maintaining a continuous liaison between the community, university, and public and non-public school personnel in developing and maintaining "ethnic awareness".					
6. The direction the Ethnic Heritage Project will take during the current year offers potential benefits which you can use in your school or organization.					
7. Today's conference made you aware of the value of viewing, in an interdisciplinary way, "ethnic awareness".					
8. Today's conference did an adequate job in providing you with new insights into the "status of ethnicity" in Greater Cleveland.					

APPENDIX D (Cont'd)
CONFERENCE ON "ETHNIC AWARENESS IN OUR SCHOOLS"

I. REACTION TO CONCURRENT AFTERNOON SESSIONS

> We would welcome your feedback concerning your reactions to the concurrent sessions. Please fill out this questionnaire and return it to your session leader.

A. Check the title of the sessions you attended.

____1. Ethnicity and Americans

____2. Social Studies and Ethnicity

____3. Ethnicity and Political Behavior

____4. Multi-Media Resources Available for the Study of Ethnicity in the Schools

____6. Community Life

____7. Ethnic Customs

____8. Integration of the Ethnic Experience in Elementary Schools

____9. World Factors as a Motivating Factor in Ethnic Awareness

____10. The Immigrant Experience, Past and Present, in American History

B. Check the category which best describes your reaction to the following:

How well did the sessions you attended ...

	Excellent	Good	Fair	Poor
1. present clearly their subject content?				
2. provide stimulating, thought provoking ideas?				
3. provide information that was of practical value?				
4. allow you the opportunity for dialogue?				
5. initiate a desire to participate in future meetings dealing with ethnicity?				

II. GENERAL COMMENTS

> We would welcome any additional comments that you might have which may not have been covered by the above questionnaire.

SUMMARY EVALUATION
ETHNIC HERITAGE STUDIES DEVELOPMENT CONFERENCE
SATURDAY, SEPTEMBER 14, 1974

Introduction

The original Ethnic Heritage Studies Development Program Proposal provided that "an all day seminar" would be held "to orient all interested parties in the greater Cleveland area to the existence of the Title IX program and to invite their participation."

The specific objectives of the conference were to:

1. Present the goals and operational procedures of the E.H.S.D. Program.
2. Provide new insights into the status of ethnicity in Greater Cleveland.
3. Invite the active participation of all interested parties in the project program during the year.

The conference, therefore, was held Saturday, September 14, 1974 at John Carroll University and was entitled,"Ethnic Awareness in Our Schools" The following is a summary evaluation of conference outcomes.

Conference Assessment Procedures

To obtain feedback concerning conference impact, rating scale questionnaires were developed by the evaluation consultant of the Division of Research and Development. Conference objectives provided the framework for the dimensions to be rated by participants. A Participation Questionnaire was also developed to identify conference participant willingness to attend in-service sessions dealing with ethnicity.

The following contains a summarization of the major findings extracted from the collected response data. In interpreting the data, it is important to note that only 29 per cent (61) of the 210 registered conference participants completed the assessment questionnaires distributed at the final session of the day. Because of late afternoon scheduling of the sessions, the majority of participants had left the conference. This situation demands caution when interpreting the results.

Conference Program

Highlights of the conference included:

1. The distribution of ethnicity materials gathered together by Project Co-directors including among other items: Cleveland E.H.S.D.P. newsletter, a bibliography of ethnicity resource information obtainable in the Cleveland area, an Ethnic Directory prepared by the Southeastern Michigan Ethnic Heritage Studies Center and a pamphlet entitled, Out of Many--a Study Guide to Cultural Pluralism in the United States, written by Oscar Handlin.

2. Morning session presentations by notable Cleveland area individuals, who have a keen interest in the study of ethnicity, which answered the questions, "Why ethnic studies should take place in our schools?" and "What is the state of ethnicity in Cleveland?"

3. Luncheon keynote addresses by Dr. John Carpenter Chief Ethnic Heritage Studies Branch of the Division of International Education, and Msgr. Geno Baroni, Director of the National Center for Urban Ethnic Affairs, discussing the importance and necessity of "legitimizing pluralism" in America.

4. Ten afternoon concurrent session presentations giving practical ethnicity information to participants.

To obtain more detailed program information refer to conference agenda attached in Appendix.

Highlights of Findings

Analysis of rating scale data indicates that the conference generally achieved its three outlined objectives. It must once again be emphasized, however, that questionnaire data must be interpreted with caution due to only 29 per cent participant response which can be attributed to late afternoon scheduling of sessions at which time the majority of participants had left the conference.

APPENDIX D (Cont'd)

Objective 1: Present the goals and operational procedures of the E.H.S.D. Program.

Findings: Response to Question 4 (The goals and operational procedures of the E.H.S.D.P. were clearly presented.) indicates that 74 per cent of the participants rated the item in the favorable categories while only 26 per cent gave it "unfavorable-no opinion" ratings.

Over-all Conference Ratings According to Questions						
Response	Strongly Agree	Agree	No Opinion	Strongly Disagree	Disagree	Per Cent Not Responding
Question 4	55%	19%	13%	0	13%	0
Total	74%		26%			0

Other questions which appear to relate to Objective 1, likewise, received overwhelming positive response ratings by participants. These include, Question 3 (There is a need for the existence of an E.H.S.D.P. like the one outlined) and Question 6 (The direction the E.H.S.D.P. will take during the current year offers potential benefits which you can use in your school or organization).

Over-all Conference Ratings According to Questions						
Response	Strongly Agree	Agree	No Opinion	Strongly Disagree	Disagree	Per Cent Not Responding
Question 3	28%	66%	4%	2%	0	0
Question 6	48%	41%	2%	2%	2%	5%
Total for Both Ques.	91%		6%			3%

Objective 2: Provide new insights into the status of ethnicity in Greater Cleveland.

Findings: Question 8 (Today's conference did an adequate job in providing you with new insights into the "status of ethnicity" in Greater Cleveland) directly relates to the above objective. It received an

83 per cent favorable response by participants as compared with only a 17 per cent "unfavorable-no opinion" response.

Over-all Conference Ratings According to Questions						
Response	Strongly Agree	Agree	No Opinion	Strongly Disagree	Disagree	Per Cent Not Responding
Question 8	65%	20%	7%	0	10%	0
Total	83%		17%			0

Overwhelmingly favorable responses were also given to Question 2 (Today's conference provided new information about new resources which relate to the contributions of ethnic groups.) which also appear to be related to Objective 2.

Over-all Conference Ratings According to Questions						
Response	Strongly Agree	Agree	No Opinion	Strongly Disagree	Disagree	Per Cent Not Responding
Question 2	59%	38%	0	0	3%	0
Total	97%		3%			0

Objective 3: Invite the active participation of all interested parties in the project program during the year.

Findings: Data pertaining to the above objectives were obtained from two sources. They included:

1. Number of invited participants attending the conference.
2. Number of invited participants responding to Participation Questionnaire.

The above objective seems to have been achieved based upon the fact that:

1. Seventy per cent of the invited participants attended the conference.
   (300 participants invited)
   (210 participants attended)
2. Forty-four per cent of the invited participants responding to the Participation Questionnaire indicated they would like to attend future in-service courses dealing with ethnicity.

Discussion of Results

Two crucial basic questions must be addressed to gain greater insight into the participants response to the conference. They include:

Question 1: How effective was the over-all conference according to those participants attending?

Findings: It would appear that out of a total of 479 responses made to the over-all conference questionnaire 433 responses (90 per cent) fell within the favorable categories while only 46 responses (10 per cent) were in the "unfavorable-no opinion" categories. (Refer to Appendix-Chart I). Responding participants viewed the over-all conference as being effective.

Furthermore, data indicate that participants viewed the information presented as potentially useful. Question 6 (The direction the E.H.S.D.P. will take during the current year offers potential benefits which you can use in your school or organization.) received one of the highest favorable response ratings (89 per cent) as compared to only a 6 per cent "unfavorable-no opinion" ratings. (Refer to Appendix-Chart I).

However, a majority of the General Comments made by those same participants seem to indicate an unfavorable response to time allotments of the conference presentations, thus placing over-all conference effectiveness in question. (Refer to Appendix-General Comment Summary).

Unfavorable response to the conference schedule was indicated when analyzing Question 4, (The goals and operational procedures of the E.H.S.D.P. were clearly presented). This item obtained the largest amount of "unfavorable-no opinion" responses (26 per cent). This pattern response reflects the fact that the presentation time was reduced from a one-half hour time allotment to 15 minutes. (Refer to Appendix - Chart I).

Question 2: How effective were the ten concurrent afternoon sessions according to participants attending?

Findings: Those attending appeared to rate these sessions as being very effective. Data reveal that out of a total of 286 responses made to the Concurrent Session Questionnaire 231 (81 per cent) fell within the favorable categories, while only 55 (19 per cent) fell within the "unfavorable-no opinion" categories. (Refer to Appendix-Chart 2).

Also indicative of session effectiveness was the fact that Question 3 (provide information that was of practical value) received one of the highest favorable response ratings. The question received 80 per cent favorable response with only 20 per cent unfavorable response. Therefore, the factor, attainment of practical information, seemed also to be a criteria component used by participants in rating session effectiveness. (Refer to Appendix-Chart 2).

This factor was also evident in analyzing the attendance at the ten afternoon sessions. The sessions that were most highly attended were those which dealt directly with ethnicity in the schools where practical information should have been attainable. These sessions included; No. 2,4,8,9, and 10. (Refer to Appendix-Conference Agenda).

Number of Participants Attending Sessions			
Session	Participants Responding	Session	Participants Responding
1	2	6	11
2	6	7	2
3	3	8	10
4	5	9	8
5	2	10	11

The General Comments recorded by participants indicated a great amount of dissatisfaction with the time allotted the session presentations. (Refer to Appendix-Summary of General Comments).

Analysis of Question 4 (allow you the opportunity for dialogue?) also seemed to place session effectiveness in question. This item received a relatively high unfavorable response (27 per cent) as compared to the other questions responded to by participants. (Refer to Appendix-Chart 2). This could have been attributed to the fact that concurrent session time was reduced from two hours to forty-five minutes.

In summary, ratings of over-all conference and concurrent session effectiveness appear to be favorable. An analysis of data indicates that future conferences may become more meaningful if the following concerns are taken into account:

1. The conference schedule should be planned to allow adequate time to introduce all conference presentations thoroughly and be strictly adhered to as the conference progresses.

2. Participants should be able to obtain an increased amount of potentially useful information.

3. Participants should be provided with the opportunity to carry on dialogue throughout all conference presentations.

APPENDIX D (Cont'd)

SUMMARY OF RESPONDENT CATEGORIES

Chart 1

OVER-ALL CONFERENCE ITEM RESPONSE

Response	Strongly Agree		Agree		No Opinion		Strongly Disagree		Disagree		Per Cent Not Respon to Ques.
Question	Total Response	Per Cent of Response	Total Response	Per Cent of Response	Total Response	Per Cent of Response	Total Response	Per Cent of Response	Total Response	Per Cent of Response	
1	35	57%	23	38%	1	2%	1	2%	0	0	1%
2	36	59%	23	38%	0	0	0	0	2	3%	0
3	17	28%	40	66%	2	3%	1	3%	0	0	0
4	34	55%	12	19%	8	13%	0	0	8	13%	0
5	20	33%	35	57%	4	7%	0	0	0	0	3%
6	29	48%	25	41%	1	2%	1	2%	1	2%	5%
7	32	53%	20	33%	3	5%	1	2%	2	3%	4%
8	39	63%	13	20%	4	7%	0	0	6	10%	0
Total	242	50%	191	40%	23	5%	4	1%	19	4%	

Chart 2

CONCURRENT SESSION ITEM RESPONSE

Response	Excellent		Good		Fair		Poor		Per Cent Not Responding to Question
	Total Response	Per Cent of Response	Total Response	Per Cent Of Response	Total Response	Per Cent of Response	Total Response	Per Cent of Response	
1	23	38%	29	48%	4	7%	1	2%	5%
2	24	39%	24	39%	9	15%	1	2%	5%
3	25	41%	24	39%	11	18%	1	2%	0
4	17	28%	19	31%	7	12%	9	15%	14%
5	24	39%	21	34%	10	16%	1	2%	9%
Total	113	40%	118	41%	42	14%	13	5%	

APPENDIX D (Cont'd)

Chart 3 ATTENDANCE

Position	Number Responding	Per Cent of Response	Location		Kind		
			City	Suburban	Public	Parochial	Private
University	8	13%	6		3		2
Community Rep.	10	16%	7	2	5		3
Teacher	35	58%	20	11	20	12	3
Administrator	8	13%	5	3	3	4	1
Total	61	100%	38	16	31	16	9

Chart 4 PARTICIPATION QUESTIONNAIRE ANALYSIS

Number of Respondants	Number indicating interest in attending in-service sessions	Number indicating willingness to exchange ethnic materials
27	27	2

APPENDIX D (Cont'd)

SUMMARY OF GENERAL COMMENTS

A) A sampling of general comments made concerning the over-all conference included:

1) "We need two days for a conference such as this. Or else we should have an evening session."

2) "A professional conference planner should have been utilized to avoid some of the procedural problems encountered."

3) "It would have been good to have more time for personal interaction with other participants. Constant problem. Otherwise very well done, in gen. Good luck!"

4) "Excellent - need more time."

5) "Two days needed for conference."

6) "A very worthwhile day!"

7) "I was very pleased to hear of various programs dealing with ethnic awareness in our schools and as a teacher, I plan to implement some."

8) "Morning dragged! Good luncheon speakers!"

9) "Should have more time for dialoque."

10) "If recognition of ethnicity is the ultimate goal, I think I disagree. Problem as I see it is the inability to accept personal differences regardless of ethnic origins. But this may be a good first step. Certainly, something needs to be done."

B) A sampling of general comments made concerning concurrent session presentations included:

1) "To some extent, sessions should be consecutive, rather than concurrent. Also, keeping to schedule must be more precise."

2) "The subject that was to be covered in my opinion was not even mentioned."

3) "Provided information very much needed in our schools"

4) "Above all the conference workshops for teachers should be in the morning or early afternoon. Many people went home by the time these workshops took place."

5) "I regret that the sessions were all held at the same time. I wanted to attend several and it was impossible to do so."

6) "I felt very sorry for those who presented the workshop. They had been misled as to the number attending. Only 5 people were in there.

APPENDIX E
MONOGRAPH GUIDELINES

The monograph is basically divided into 3 parts: Cultural History, Immigration, and Your Ethnic Community of Cleveland. However, 50% of the monograph should deal with Your Ethnic Community of Cleveland.

PREFACE:
(An editorial introduction by the research director) - standard statement of project objectives---definition of ethnicity and its significance in America to be used for all monographs.

INTRODUCTION:
(by author or team) - Short explanation of sources used, people involved in drafting monograph and other relevant data making the reader aware of the parameters of limitations of the study.

CHAPTER 1: Brief Cultural History of your ethnic group, evolution of national awareness and periods of national history. Political aspects or discussion about political borders should be de-emphasized - controversial and debateable data which might hurt other ethnic groups should be carefully stated or avoided.

CHAPTER 2: Cultural Traits, National Life and Contributions. Unique aspects of your culture, major events, national holidays related to historical events. Scientific and other contributions important for general public to know (ex: Arab contributions to western civilization during medieval period).

CHAPTER 3: Immigration. Immigration waves to the U.S. and other countries. (Reasons for this phenomenon - general, social, economic, political conditions at home. Region of heavy immigration (see Callahan's paper). Method of transportation and costs, major transportation routes, types of immigrant groups, government policies concerning immigration -- role and significan of immigration propaganda -- agents -- significance of "American Letters" -- status of returned immigrants.

CHAPTER 4: Settlement in the United States. Why settled in certain areas -- types of settlements -- social and economic conditions of America when those settlements occurred. Demographic data -- Statistical information.

CHAPTER 5 and subsequent chapters should deal with the following topics to be emphasized at the discretion of the author based on available data.

Cleveland and Your Ethnic Community. Cleveland's conditions at time of arrival of your immigrant group. Hostility by residents -- why and how nuclei were established in specific areas of the city -- Development, growth and possible decline of these communities from immigrants to an ethnic community -- Elements of continuity and elements of change -- specific examples of sharing, housing, business facilities, etc. Their working conditions -- learning to live together in a multi-cultural community.

BIBLIOGRAPHY: consult and expand existing annotated bibliography prepared by Dr. Wynar.

APPENDIX: pictures, maps, etc.

For more specific topics see the attached suggestions:

APPENDIX E (Cont'd)

Research Specifications

Historical Monographs on the Ethnic Experiences and Dynamics of Cleveland's Peoples

The function of this material is to provide understanding of the immigration, settlement, community development, and interaction experiences of America's multi-cultural peoples generally, and in the historical development of Cleveland specifically. In addition, the development, persistence, and dynamics of a multi-cultural, pluralistic American society should be explained and illustrated.

Foci of the investigations and analyses should be the demographic, occupational, political, social, cultural, religious, and class dimensions of an immigrant people and the experiences of their descendents through time until 1974, that is, from generation 1-n historically.

The issues for treatment should be:

1. time of settlement in Cleveland
2. area of settlement in Cleveland:
    a. where
    b. condition
    c. other people(s), if any, co-occupying the area
3. occupational and employment experiences, emphases, and alternatives
4. character of the initial, or immigrant, community:
    a. religious institutions, associations, and activities
    b. social-welfare institutions, associations, activities
    c. distinctive services initiated:
        1. food shops
        2. newspapers
        3. entertainment
        4. other
    d. ethnic educational facilities
    e. evolution of community leadership
    f. economic development:
        1. community initiated, controlled, and/or utilized capital and credit facilities
        2. general level of "prosperity"
            a. home ownership vs. rental
            b. nature(s), size, and activity of businesses genrally
            c. income levels
            d. dependence on Cleveland governmental or other community social-welfare assistance resources

APPENDIX E (Cont'd)

e. savings activities
1. participation in bank accounts
2. informal associations
3. insurance levels
4. savings levels held personally
f. church collections levels
3. unionization experience
4. existence and function(s) of padron, or other, similar mechanism
5. socio-cultural interaction with ethnic and native born American others:
a. discrimination, or bigotry experienced
b. hostility experienced
c. economic or political or other competition
d. persistence of European/Asian/African, etc., cross-cultural traditions and relationships
e. contexts, extent, and nature of interactions
6. community development:
a. migration and dispersion in the Greater Cleveland community
b. new immigration from non-American homeland
c. second, third, etc., generations
1. identity
2. ethnic activities
3. ethnic outlook
4. relationships, and differences from the first generation
a. religion
b. occupation, class
c. politics
d. marriage patterns
e. language persistence
f. socio-cultural interaction with ethnic and native born American others
1. see 5, a-e above
d. community leadership
e. community institutions, associations, and activities
1. persistence of original (relocate, branches, etc.)
2. innovation of new, different structures
3. combination of several original into one or fewer
4. disbandment of original
5. redefinition of original
6. displacement of original by mainstream, American structures, for example: public social services agencies; public schools; non-ethnic group banking and credit facilities; publically financed and administered social centers; entertainment and leisure pursuits

APPENDIX F
ETHNIC GROUPS PARTICIPANTS IN MONOGRAPH DEVELOPMENT AND APPOINTED WRITERS

Each monograph will have approximately 200 pages with a standardized outline as listed below.

1. Annotated Bibliography - Dr. Lubomyr Wynar and team (Kent State University)
2. Ethnicity: A Conceptual Approach - Dr. Daniel Weinberg (Case Western Reserve University and Dr. Karl Bonutti (Cleveland State University)
3. American Blacks in Cleveland - Mr. George A. Moore, Chairman (George A. Moore and Associates, Inc.), Professor Wilbur Nichols (Cuyahoga Community College), Mrs. Olivia Martin (Western Reserve Historical Society), and Mr. Russell Davis (Black historian)
4. Arab Americans in Cleveland - Mrs. Mary Macron, Chairman and major writer. She has the cooperation of Arab American communities of Cleveland.
5. The Jewish Community of Cleveland - Dr. Daniel Weinberg (Case Western Reserve University), Dr. Martin Goldstein (Cleveland College of Jewish Studies)
6. The Italian Communitites of Cleveland - Mr. Alfonso D'Emilia, Chairman (The Plain Dealer), and Dr. Charles Ferroni (Ashland College)
7. The Polish Community of Cleveland - Mr. Ronald Kurowski, Chairman (Polish American Congress), Dr. John Dombrowski (University of Buffalo), Mrs. Zak (Ohio State Universi Mr. John Grabowski (Western Reserve Historical Society
8. The German Community of Cleveland - Dr. Robert Ward, Chairman and Writer (Society for German-American Studies), Dr. John Sinnema (Baldwin Wallace College)
9. The Czech Community of Cleveland - Mrs. Vaclav Huvnar, Chairman (Editor, Novy Svet) The team is in the process of being selected.
10. The Slovak Community of Cleveland - Dr. Karl Strmen, Chairman (Cleveland State University), Sister Mary Martina Tybor (Saint Cyril's Academy, Danville, Pa.), Professor Mark Stolarik (Cleveland State University)
11. The Slovenian Community of Cleveland - Dr. Vladimir Rus, Coordinator, Professor Rudolph Susel (Arizona State University), Dr. Bogomir Novak (University of Toledo), Professor Carole Rogel (Ohio State University)
12. The Hungarian Community of Cleveland - Dr. John Palasics, Chairman (Buckeye Road Neighborhood Association), Dr. Geza Eles Szentmiklosy, Co-Chairman, Dr. Ferenc Somogyi (Arpad Academy), Mr. Botond C. Zahonyi, Dr. Laszlo Harangi (Arpad Academy), Professor Robert Oszlanyi (Cleveland State University),
13. The Croatian Community of Cleveland - Dr. George Prpic, Chairman (John Carroll University
14. The Ukrainian Community of Cleveland - Mrs. Anna Wynar, Chairman and Dr. Lubomyr Wynar (Kent State University)
15. The Asian American Communities of Cleveland - Mr. Henry Tanaka, Coordinator. The team is in the process of being finalized.
16. The Lithuanian Community of Cleveland - Mr. Joseph Stempuzis, Coordinator, Professor Juozas Jakstas (Historian), Dr. John Cadzow (Kent State University)

17. The Rumanian Community of Cleveland - Mr. Theodore Andrica (Writer and Historian of Ethnic communities.)

18. The Early Settlers of Cleveland - Mr. Kermit Pike (Chief Librarian, Western Reserve Historical Society)

ETHNIC HERITAGE STUDIES

IN-SERVICE COURSE FOR TEACHERS

THE CLEVELAND STATE UNIVERSITY

(Syllabus and Instructions)

10 Sessions

Each consecutive Wednesday, starting January 8, 1975.
5:00-7:00 p.m.

I. GOALS

A. This seminar is designed to properly identify and study the various ethnic communities of Greater Cleveland in terms of their respective origins, histories, contributions, characteristics, religions, customs, institutions, languages, cultures, aspirations, and creative enterprises.

B. The emphasis will be on ethnography, which will be introduced for the purpose of examining the interchanges between these ethnic groups' common interests and problems.

C. Special attention will be given to the role the immigrants played in shaping our American democratic institutions, their cultural heritage and religious life.

D. The somewhat prevailing American "Melting Pot" concept will be examined in both its positive and negative aspects in order to analyze, compare, and contrast the contemporary theme of cultural pluralism.

II. COURSE CONTENT

No single text now available is adequate for a seminar of this nature. Materials will be developed from wide range of sources and reduced to outlined summaries for teachers' use.

III. REQUIRED COLLATERAL READINGS

Collateral readings for this seminar will concentrate on selected books, periodicals, monographs, and papers now being researched by the team of scholars under Ethnic Heritage Studies Grant. Primary purpose of this phase of study is to acquaint the teacher with the range of study materials available, the necessity of extensive reading to gain full appreciation of the classroom discussions and the techniques of research. Reading assignments will cover both general and specific topics dealing with ethnicity.

Final grades will be largely based on the completion of weekly assignments and the presentation of a teaching unit or report on some aspects of ethnicity.

IV. SPECIFIC OBJECTIVES

Prominent scholars and ethnic specialists will lecture and lead discussions with emphasis on the three basic aspects:

A. Conceptual:

1. Behavioral: perceptions, stereotypes, prejudices, etc.
2. Theoretical: ethnicity, in the context of present and past research, interpretations, pros and cons, etc.
3. Applied: reality of ethnic communities - sociological, political, economic.

B. Community:

1. Cultural history of major ethnic groups.
2. Searching for answers to the most predominant questions: Whence they came from? Where did they settle? Why they left their native countries? How well did they adjust to American way of life?
3. Composition of ethnic communities: social organizations, religious, economic, political, changing patterns in the ethnic communities, in and out migration, strategy patterns.

C. Strategies - Methodology:

1. Oral history, maps, family history, occupations, conflicts.
2. Sources of information: ethnic centers, libraries, documentary films, slides, archives, museums, etc.
3. Development of class materials: review of our curriculum which is being prepared by the scholars and teachers of our local school systems.

V. STRUCTURE AND SEQUENCE OF THE COURSE

Session 1 will be General Introduction and discussion of the conceptual aspects with prominent guest lecturers.

Discussion on strategies and teaching techniques will follow each presentation as listed below.

Session 2 will focus on the ethnic reality of American society: facts, figures, and general background and comparison of interpretations of ethnicity.

Session 3 will deal with the Early Settlers of Cleveland - immigrants from British Isles, German and Dutch communities.

Session 4 will focus on the Irish and Jewish communities of Greater Cleveland.

Session 5 will deal with the Slavic communities of Greater Cleveland.

Session 6 will focus its attention on the Hungarian, Romanian, Greek and other European communities of Greater Cleveland.

Session 7 will deal with the Black community of Greater Cleveland.

Session 8 will deal with the Appalachians, the Spanish-speaking and Asian ethnic communities of Greater Cleveland.

Session 9 will deal with the question: Where we are now and where do we go from here? The ethnic consciousness in education will be examined, assessment of what already exists in ethnic studies determining the needs of the community and the resource center; discussion of recommendations for ways to meet those needs and making plans for future work and direction.

Session 10 will concentrate on detailed review of the syllabus which is being prepared for the use in the elementary and secondary schools, developing the methods of how best to assist teachers to implement ethnic studies in our schools.

VI. SELECTED BIBLIOGRAPHY WHICH WILL BE AVAILABLE TO TEACHERS.

VII. DETAILED OUTLINE AND THE IDENTIFICATION OF GUEST LECTURERS FOR EACH SESSION WILL BE AVAILABLE TO THE PARTICIPATING TEACHERS IN ADVANCE.

APPENDIX G (Cont'd)

Session Topics Presented
at the First In-Service Course

Session 1 -- January 8, 1975
"Perception and Individuality"

Session 2 - January 15, 1975
"Ethnicity: A Conceptual Approach

Session 3 - January 22, 1975
"Early Settlers of Cleveland"
"Irish Immigrants and the Role of Ethnic Parishes"
"How to Develop a Family Tree"

Session 4 - January 29, 1975
"Italian Immigration to Cleveland in the Late 19th and Early 20th Centuries"
"Jewish Immigration patterns to the United States"
"Ethnic Sterotypes and Caricature in American Popular Graphics: 1850-19[illegible]2

Session 5 - February 5, 1975
"Language as an Overt Expression of Ethnicity"
"Composition of Slavic Nationality Groups: Emphasis on East Slavic Groups"
"Composition of Slavic Nationality Groups: Emphasis on South Slavic Groups"

Session 6 - February 12, 1975
"An Overview of the Ethnic Communities in Cleveland: Cultural Activities and Contributions"
"Polish Immigration and Settlement in Cleveland"

Session 7 - February 19, 1975
"Development and Use of Ethnic Studies. Concepts and Strategies in the Classroom"

Session 8 - February 26, 1975
"Review of the Black Experience in Cleveland"

Session 9 - March 5, 1975
"Appalachian and Puerto-Rican Communities of Cleveland"

Session 10 - March 12, 1975
"Review of the Cleveland Ethnic Heritage Studies Program Curricula: Suggestive Methods of Incorporating Materials into the Classroom"

APPENDIX H
Curriculum Review Criteria Guidelines

Pursuant to its charge, the Evaluation Sub-Committee has carefully reviewed the first five units of study prepared by the Curriculum-writing Team of the Ethnic Studies Program of the Cleveland Public Schools and the Intercollegiate Academic Council on Ethnic Studies. We commend the Curriculum Team for their considerable effort, in-depth study, and the quality of their output.

The approach of the Evaluation Team was as follows:

1. A set of criteria were established.
2. Each unit was evaluated by each member of the Team independently.
3. Group discussion concluded with a unified point of view.
4. An examination of the collective judgment resulted in further modifications where indicated.

I. CRITERIA

A. Objectives:

1. Is there consistency with the object goals as enunciated in the original proposal?
   To promote student understanding and appreciation of his own and one another's cultural heritage.
2. Are the objectives in the given unit appropriate to the given age level?
3. What is the quality of the translation of the project objectives into the unit objectives?
4. Is the translation of the objectives into classroom objectives feasible?

B. Rationale:

1. Do the objectives and procedure flow from the rationale?
2. Is the rationale consistent with the goals of the over-all project?

C. Procedures:

1. Are the procedures consistent with the original project goals?
2. Are the procedures appropriate to the given age level?

3. What is the quality of the translation of the objectives into procedures?

4. Are the procedures feasible in terms of translation into classroom activities?

D. Materials:

1. Are they complete, varied, and rich?

2. Are they suitable to the given age level?

3. Are they appropriate to the unit objectives?

4. Is cost of production and distribution reasonable?

E. Evaluation:

1. What provision is there for evaluation of student goal attainment?

2. Are the evaluative criteria adequate to measure goal attainment?

F. Overall Appraisal:

1. Is there consistent form and structure?

2. Does the unit appear to have unity both within itself and as part of the total sequence?

G. Recommendations:

II. General Recommendations

I. Some general recommendations for all units here studied:

(A) The activities for each unit should be more plentiful, more varied, and involve more activity on the part of the students. Activities as listed are most often directed toward student responding to teacher proposals while in the classroom and in their seats.

(B) There should be for each unit listed bibliography and resources upon which the teacher can draw.

(C) There should be more specific guidelines for the teacher in order that he may coordinate all materials and activities to lead to a culmination of unit purposes.

(D) There should be a standardized format of presentation of each unit in accordance with A.S.C.D. guidelines.

(E) There should be evaluative procedures established for each unit of study, and evaluation should be geared toward evaluating the attainment of affective as well as cognitive objectives.

APPENDIX I

ETHNIC HERITAGE STUDIES DEVELOPMENT PROGRAM

Curriculum Reaction Sheet Summary

Highlights of Findings

Capsule Summary

An analysis of the collected response data reveals that teachers:

- Overwhelmingly rated the materials as being clear, usable, and effective.
- Encountered few serious problems when implementing the materials.
- Overwhelmingly judged the units as being useful, promising, relevant, effective and interesting.

I. Demographics

A. Classes Involved:

12 Social Studies (6 Multi-Media)
+10 English-Language Arts
26 classes-Total*

B. Grade Level:

12 Elementary classes
7 Junior High classes
+ 7 Senior High classes
26 classes-Total*

C. School Type:

11 Cleveland (Public)
7 Suburban (Public)
7 Parochial (City)
+ 1 Parochial (Suburban)
26 classes-Total*

II. General Findings

A. Clarity, Usability, Effectiveness

Assessments were made of ten components common to each unit including: unit rationale, concepts, instructional objectives, implementation instructions, illustrations, suggested instructional activities, posters, tests, bibliographies.

---

* Figures represent total classes for whom complete test data were available.

APPENDIX I (Cont'd)

Summary of Teacher Ratings

N=715

Category/Rating		N/%
1	(Very clear, usable, effective)	417/59
2	(Fairly clear, usable, effective)	285/40
3	(Not at all clear, usable, effective)	13/1

Comments: Teachers overwhelmingly rated the materials as being clear, usable, and effective. The majority of the negative responses were recorded for the component entitled tests. A review of the teachers written comments reveals a feeling that unit tests should go beyond measuring the recognition and recall of specific material. The tests, however, have been designed to measure the attainment of what has been determined to be the major objective of all units that is to provide students with information that can be used to facilitate a greater recognition of the distinctive as well as common characteristics of America's ethnic groups.

B. Problems Encountered

Assessments were made to determine the seriousness or severity of problems teachers may have encountered when introducing the materials to their classes.

Summary of Teacher Responses

N=272

Category/Response		N/%
1	(Very serious problems)	4/1
2	(Relatively serious problems)	16/6
3	(Relatively minor problems)	46/17
4	(Trivial problems)	42/16
5	(No problems)	158/58
6	(No basis for answer)	6/2

Comments: Teachers encountered very few serious problems when implementing the materials. Items generally relating to presenting a balanced and authentic view of various ethnic groups tended to receive category 1 and 2 responses.

C. Overall Professional Judgment

Assessments were made to determine the overall professional reaction of teachers to the materials.

Summary of Teacher Ratings

N=158

Rating	N/%
Useful, Promising, Relevant, Effective, Interesting	142/90
No Opinion	11/7
Useless, Discouraging, Irrelevant, Ineffective, Dull	5/3

Comments: Teachers overwhelmingly rated the units positively. The 3 per cent (5) negative responses were recorded near the adjectives irrelevant (2), ineffective (2), and dull (1).

APPENDIX I (Cont'd)
ETHNIC HERITAGE STUDIES DEVELOPMENT PROGRAM

Curriculum Reaction Sheet
TOTAL SUMMARY OF RESPONDENT CATEGORIES

We need your help in assessing the curriculum unit which you recently completed. Please bring the completed reaction sheet to the Field Test Curriculum Session on April 28, 1975 at Cleveland State University, in the University Center Building, 5:00 o'clock P.M., Room 109.

I. Please check the appropriate items below:

CURRICULUM TYPE	GRADE LEVEL	SCHOOL LEVEL	SCHOOL LOCATIC
___ Social Studies	___ Elementary	___ Public	___ City
___ English-Language Arts	___ Junior High	___ Parochial	___ Suburban
___ Multi-Media Package	___ Senior High		

II. Please rate the clarity, usability and effectiveness of the ethnic curriculum unit using the following scale.

CLARITY	1 - Very clear; can be understood easily.
	2 - Fairly clear.
	3 - Not at all clear; very confusing.
USABILITY	1 - Very usable; procedures described were easy to implement.
	2 - Fairly usable; some procedures were difficult to implement.
	3 - Not at all usable; procedures were very difficult to implement or required major change.
EFFECTIVENESS	1 - Very effective; procedures produced positive results.
	2 - Fairly effective; procedures had mixed results.
	3 - Not at all effective; procedures produced negative results.

	Clarity			Usability			Effectiveness		
	1	2	3	1	2	3	1	2	3
A. Unit rationale	22	9	0	19	12	0	22	8	0
B. Concept(s)	23	8	0	24	6	0	24	9	0
C. Instructional Objective(s)	20	11	0	19	12	0	18	13	0

APPENDIX I (Cont'd)

	Clarity			Usability			Effectiveness		
	1	2	3	1	2	3	1	2	3
D. Implementation instructions	15	11	2	13	16	1	12	17	1
E. Illustrations	18	13	0	18	13	0	16	15	0
F. Suggested instructional activities	20	9	0	9	19	0	12	17	0
G. Posters	4	5	0	4	4	0	4	5	0
H. Tests	20	8	2	20	6	3	17	8	1
I. Bibliography	9	9	0	9	11	0	6	11	0
J. Other (Specify) Recorder	1	0	0	1	0	0	1	0	0
TOTALS	152 / 21%	83 / 12%	4 / 1%	133 / 19%	99 / 14%	4 / <1%	132 / 19%	103 / 14%	5 / <1%

N=715 / 100%

III. Problems may arise when new materials are used. Use the following scale to indicate the seriousness or severity of problems that occur in each of the areas listed below.

1. Very serious problems
2. Relatively serious problems
3. Relatively minor problems
4. Trivial problems
5. No problems
6. No basis for answer

	Your Response					
	1	2	3	4	5	6
A. Suitability of materials for integration into existing curriculum.		1	10	3	15	
B. Appropriateness of materials for the intended grade level.	1	5	9	7	13	
C. Appropriateness of materials for students of various academic potential.	1	3	10	7	13	
D. Treatment of ethnic groups in the materials.		3	5	3	17	
E. Emphasis of cultural pluralism in the materials.		1	3	7	19	
F. Portrayal of the diversity of ethnic groups in the materials.		2	2	5	19	
G. Suitability of the materials for promotion of students' pride in their own ethnic heritage.	1	2	4	2	20	1
H. Emphasis of the experiences of "average" members of various ethnic groups in the materials.	1		2	4	20	33
I. Emphasis of universality of human problems in the materials.		1	1	4	22	2
TOTALS	4 / 1%	16 / 6%	46 / 17%	42 / 16%	158 / 58%	6 / 2%

N=272 / 100%

APPENDIX I (Cont'd)

IV. Please use the following scales to describe your professional judgment of the curriculum unit. Place the letter "X" somewhere along each of the five-point scales anchored by the polar adjective pairs.

	POSITIVE				NEGATIVE	
Useful	19	11	2			Useless
Promising	21	8	1			Discouraging
Relevant	17	10	3	2		Irrelevant
Effective	14	15	1	1	1	Ineffective
Interesting	14	13	44	1		Dull
TOTALS	85 54%	57 36%	11 7%	4 3%	1 <1%	N=158 100%

V. We would welcome any additional comments which may not have been covered by this questionnaire (e.g. material readability levels, interest of students, appropriateness for intended grade levels or any other facet which you would like to express positive or negative reactions).

APPENDIX I (Cont'd)

ETHNIC HERITAGE STUDIES DEVELOPMENT PROGRAM

Curriculum Reaction Sheet Summary

A Sample of General Comments

I. SOCIAL STUDIES UNITS

A. Elementary

- The readabilty level was at times a little below 4th grade level. - Cleveland (Public)
- Generally it was well received by the pupils and the negative comments are critical because I want to see more of this type of materials in use and it must be refined for wide consumption. - Suburban (Public)
- On the whole, the experiment was enjoyable and, I feel, enriching. - Parochial (City)

B. Junior High

- I missed the implementation instructions. Were there any? A teacher's guide would be useful. - Cleveland (Public)
- My students enjoyed the slides & booklets even to the point of asking for more stories. - Suburban (Public)
- Through this unit the children began to discover their own feelings. It certainly brought all the students into participation. They began with a "Zero" background, hence they had so much to question and comment upon. - Parochial (City)

C. Senior High

- Readability level was fairly high for my students. Overall I enjoyed teaching this unit, It exposes the students to areas which have long been misunderstood or neglected. - Cleveland (Public)
- Also more factual material is needed primary sources are effective, but to adequately cover a certain ethnic group a good foundation in fact is is needed. - Cleveland (Public)

APPENDIX I (Cont'd)

ETHNIC HERITAGE STUDIES DEVELOPMENT PROGRAM

Curriculum Reaction Sheet Summary

A Sample of General Comments Page 2

- Reading material (level) is rather low for 11th and 12th graders. This may be the reason for lower interest level found in upper classmen. - Parochial (City)

II. ENGLISH-LANGUAGE ARTS UNITS

A. Elementary

- I've developed an abiding respect for other countries. They have so many great things although they're different they're just as great as we are. This is one unit that will be remembered for the rest of my life. - Student, Cleveland (Public)

- The children were amazed of the origin of many songs games and sayings...and found many more on their own. I think the program should be placed in the curriculum permanently. Their appreciation for who they are and where they came from is rewarding to see. - Cleveland (Public)

- I am looking forward to using this again during winter and Christmas Season. I really feel the children are aware of their heritage and proud. We hope for continued feelings of pride and understanding of others. - Parochial (City)

B. Junior High

- This unit could easily be expanded with a 12 week unit. - Cleveland (Puplic)

- Readability was very good for many average 8th graders. - Suburban (Public)

- My problems were those imposed by the attempt to fit a rather structured class into an open situation. - Suburban (Public)

APPENDIX I (Cont'd)

ETHNIC HERITAGE STUDIES DEVELOPMENT PROGRAM

Curriculum Reaction Sheet Summary

A Sample of General Comments Page 3

C. Senior High

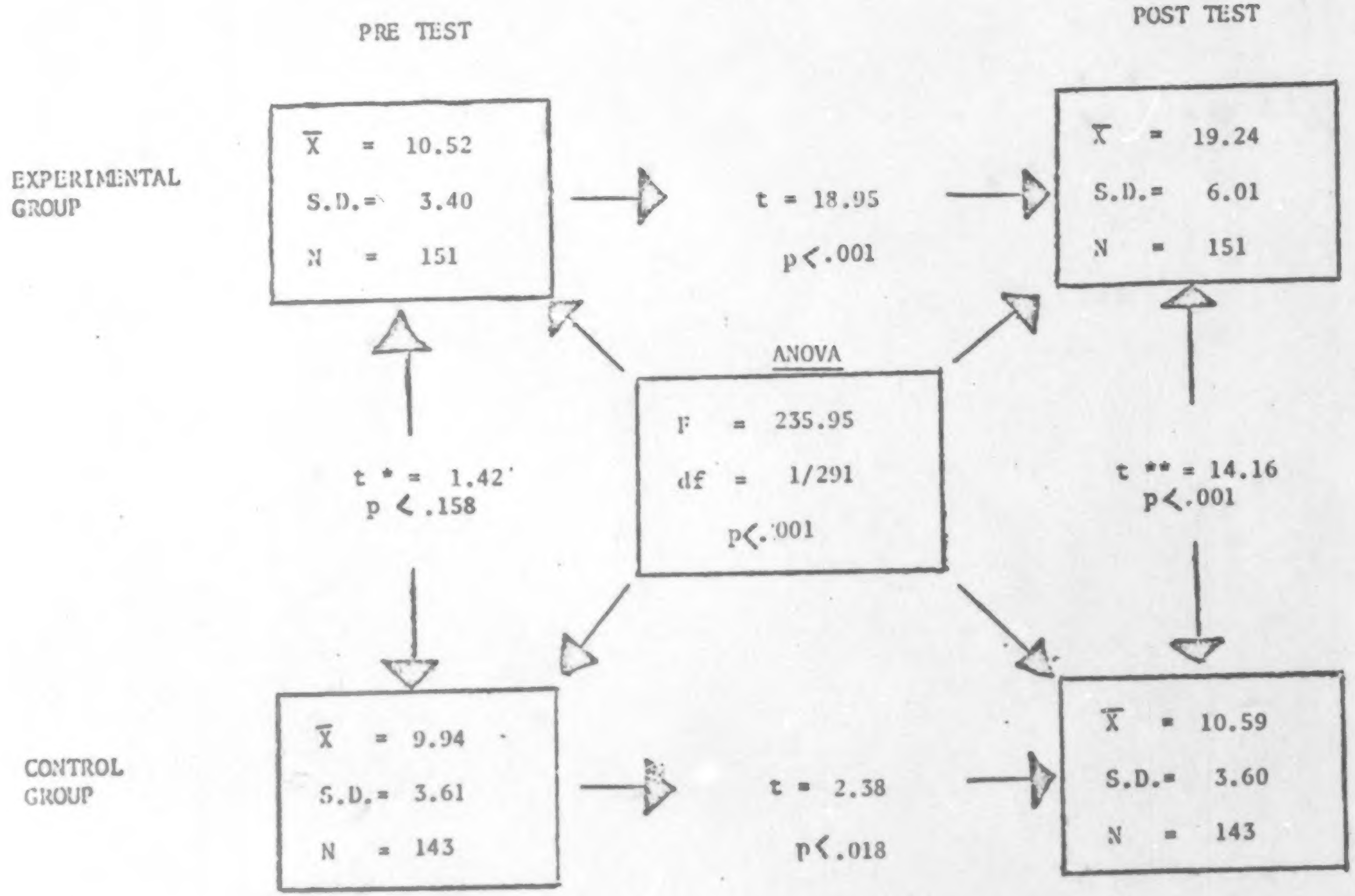
. My overall reaction to teaching the Folklore Unit was pleasant and profitable. The Sophomore class working with the materials maintained interest and academic performance. However, much of the material in the Folklore Unit seemed elementary to the Sophomores. They wished there had been more material on the contemporary hero especially in science, athletics, humanitarians.	- Parochial (City)
. Ethnic studies should include true stories about the common people in the countries. The unit is a good idea. Varied studies are needed in the classrooms.	- Student, Cleveland ublic)
. My students were excited about Heros of Epic Literature.	- Cleveland (Public)

III. MULTI-MEDIA UNIT

. Why were slides of Pittsburgh used?	- Cleveland (Public)
. The slide program was very interesting. Students showed high interest. I especially liked the option to use tape or script as I wanted to further explain several ideas.	- Cleveland (Public)

APPENDIX J
A Comparison of Mean Scores on Pre and Post Tests for Experimental and Control Groups

Elementary English Unit


PRE TEST
POST TEST
EXPERIMENTAL GROUP
CONTROL GROUP
$\overline{X}$ = 10.52
S.D.= 3.40
N = 151
t = 18.95
p<.001
$\overline{X}$ = 19.24
S.D.= 6.01
N = 151
ANOVA
F = 235.95
df = 1/291
p<.001
t * = 1.42
p < .158
t ** = 14.16
p<.001
$\overline{X}$ = 9.94
S.D.= 3.61
N = 143
t = 2.38
p<.018
$\overline{X}$ = 10.59
S.D.= 3.60
N = 143

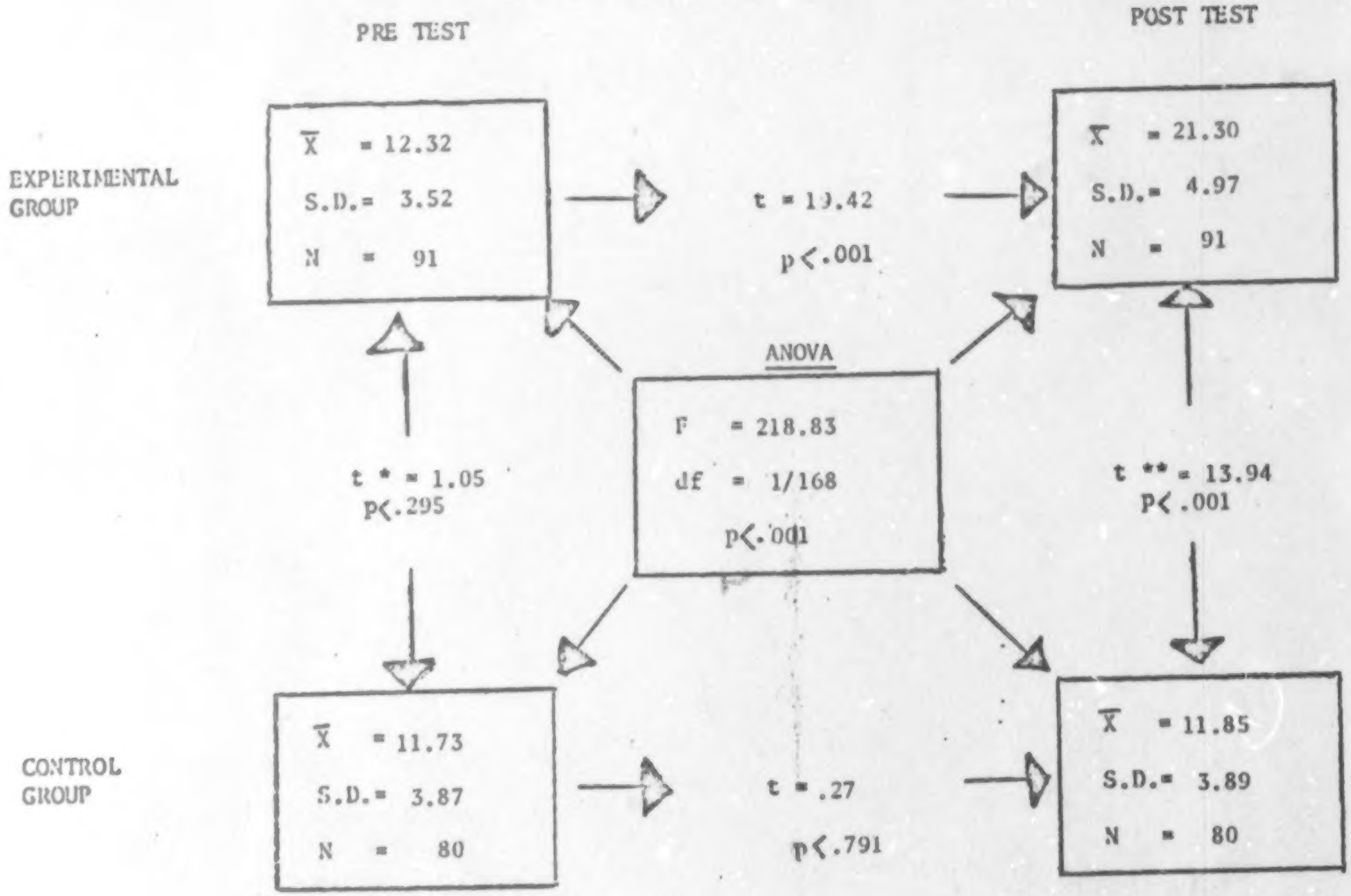
* Pretest homogeneity of variance was satisfied ($F=1.12$ $p < .477$). Therefore, the "t" value was computed using a pooled variance estimate.

** Posttest homogeneity of variance was not satisfied ($F=3.16$ $p < .001$). Therefore, the "t" value was computed using a separate variance estimate.

APPENDIX J (Cont'd)

A Comparison of Mean Scores on Pre and Post Tests for Experimental and Control Groups

Elementary Social Studies Unit


PRE TEST
POST TEST
EXPERIMENTAL GROUP
CONTROL GROUP
$\overline{X}$ = 12.32
S.D.= 3.52
N = 91
t = 19.42
p<.001
$\overline{X}$ = 21.30
S.D.= 4.97
N = 91
ANOVA
F = 218.83
df = 1/168
p<.001
t * = 1.05
p<.295
t ** = 13.94
p<.001
$\overline{X}$ = 11.73
S.D.= 3.87
N = 80
t = .27
p<.791
$\overline{X}$ = 11.85
S.D.= 3.89
N = 80

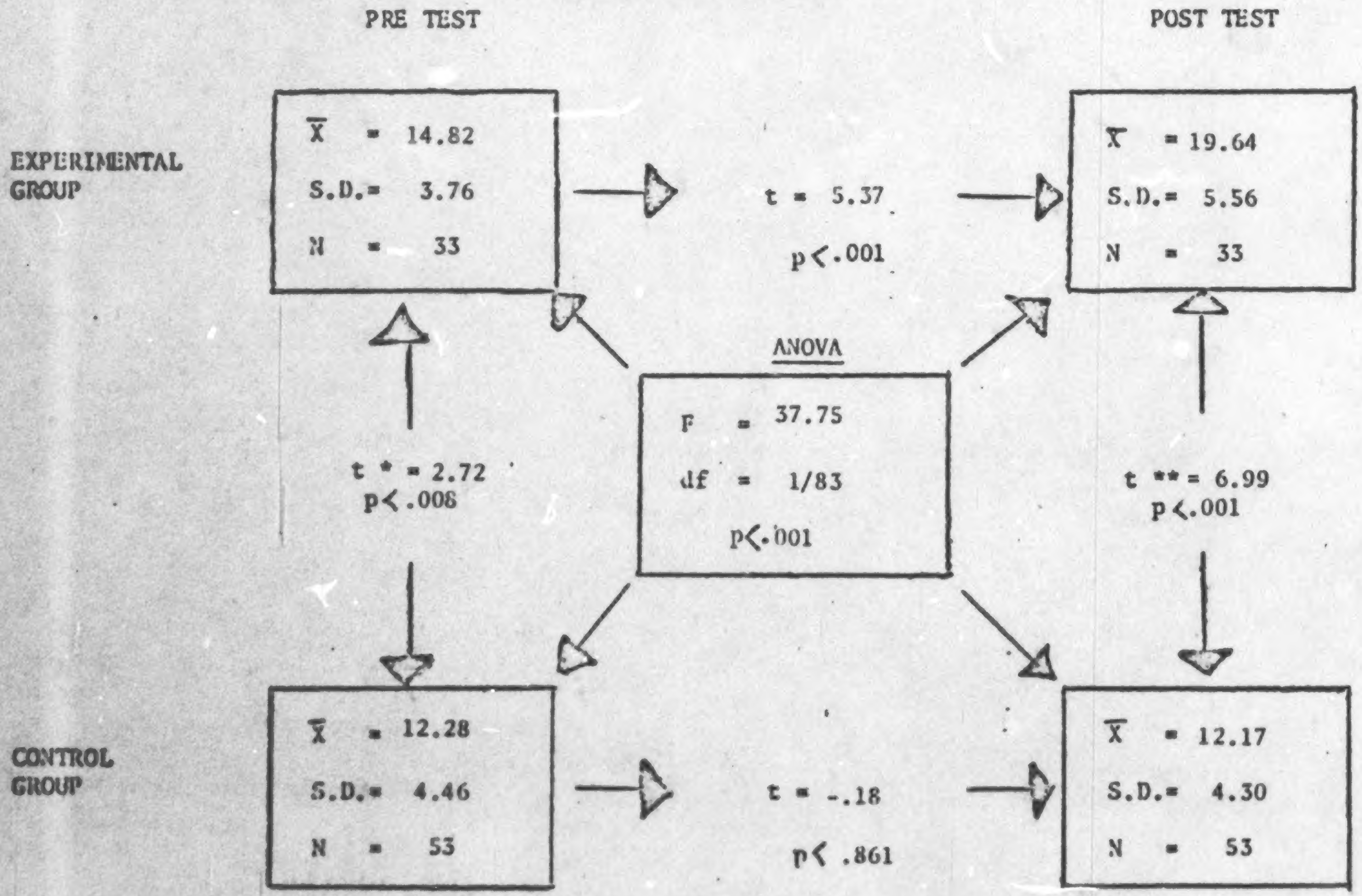
* Pretest homogeneity of variance was satisfied (F=1.20 p<.391). Therefore, the "t" value was computed using a pooled variance estimate.

** Posttest homogeneity of variance was not satisfied (F=1.64 p<.026). Therefore, the "t" value was computed using a separate variance estimate.

APPENDIX J (Cont'd)

A Comparison of Mean Scores on Pre and Post Tests for Experimental and Control Groups

Junior High English Unit


PRE TEST
POST TEST
EXPERIMENTAL GROUP
$\overline{X}$ = 14.82
S.D.= 3.76
N = 33
t = 5.37
p<.001
$\overline{X}$ = 19.64
S.D.= 5.56
N = 33
ANOVA
F = 37.75
df = 1/83
p<.001
t * = 2.72
p<.008
t ** = 6.99
p<.001
CONTROL GROUP
$\overline{X}$ = 12.28
S.D.= 4.46
N = 53
t = -.18
p< .861
$\overline{X}$ = 12.17
S.D.= 4.30
N = 53

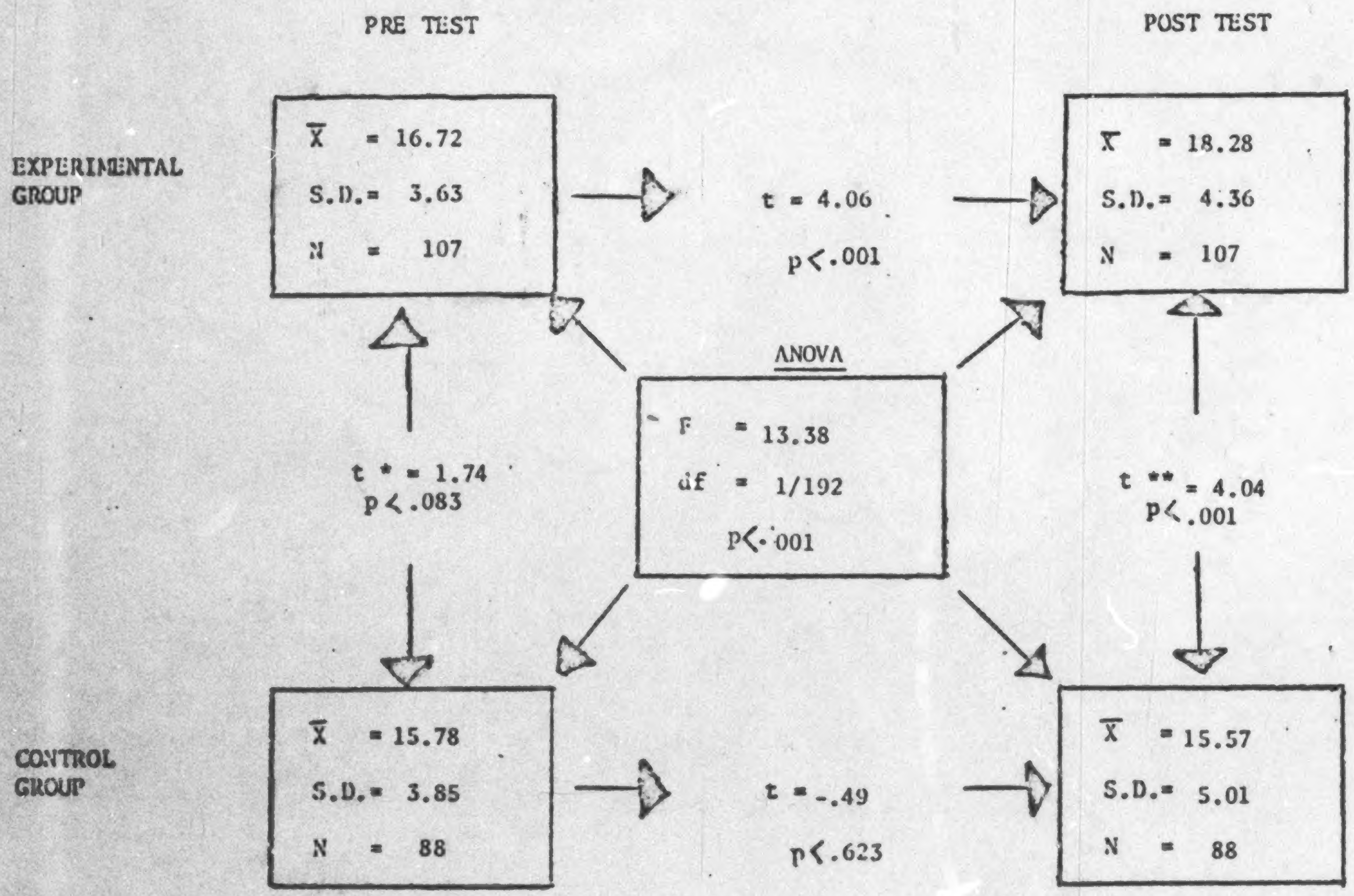
* Pretest homogeneity of variance was satisfied ($F=1.41$ $p<.306$). Therefore, the "t" value was computed using a pooled variance estimate.

** Posttest homogeneity of variance was satisfied ($F=1.68$ $p<.095$). Therefore, the "t" value was computed using a pooled variance estimate.

APPENDIX J (Cont'd)

A Comparison of Mean Scores on Pre and Post Tests for Experimental and Control Groups

Junior High Social Studies Unit

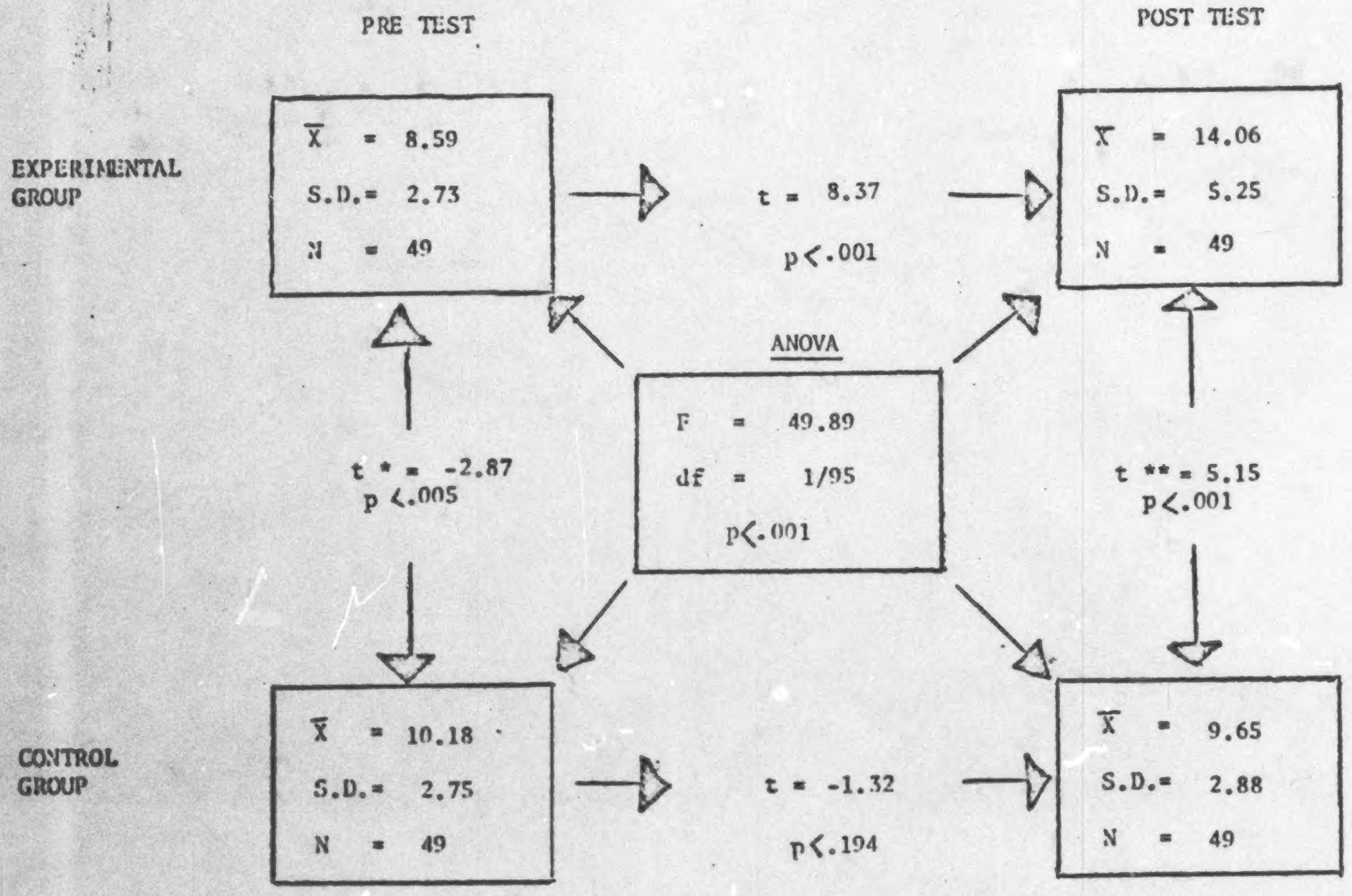

PRE TEST
POST TEST
EXPERIMENTAL GROUP
CONTROL GROUP
$\overline{X}$ = 16.72
S.D.= 3.63
N = 107
t = 4.06
p<.001
$\overline{X}$ = 18.28
S.D.= 4.36
N = 107
ANOVA
F = 13.38
df = 1/192
p<.001
t * = 1.74
p<.083
t ** = 4.04
p<.001
$\overline{X}$ = 15.78
S.D.= 3.85
N = 88
t = -.49
p<.623
$\overline{X}$ = 15.57
S.D.= 5.01
N = 88

* Pretest homogeneity of variance was satisfied (F=1.12 $p < .565$). Therefore, the "t" value was computed using a pooled variance estimate.

** Posttest homogeneity of variance was satisfied (F=1.68 $p < .095$). Therefore, the "t" value was computed using a pooled variance estimate.

APPENDIX J (Cont'd)
A Comparison of Mean Scores on
Pre and Post Tests for Experimental
and Control Groups

Senior High English Unit

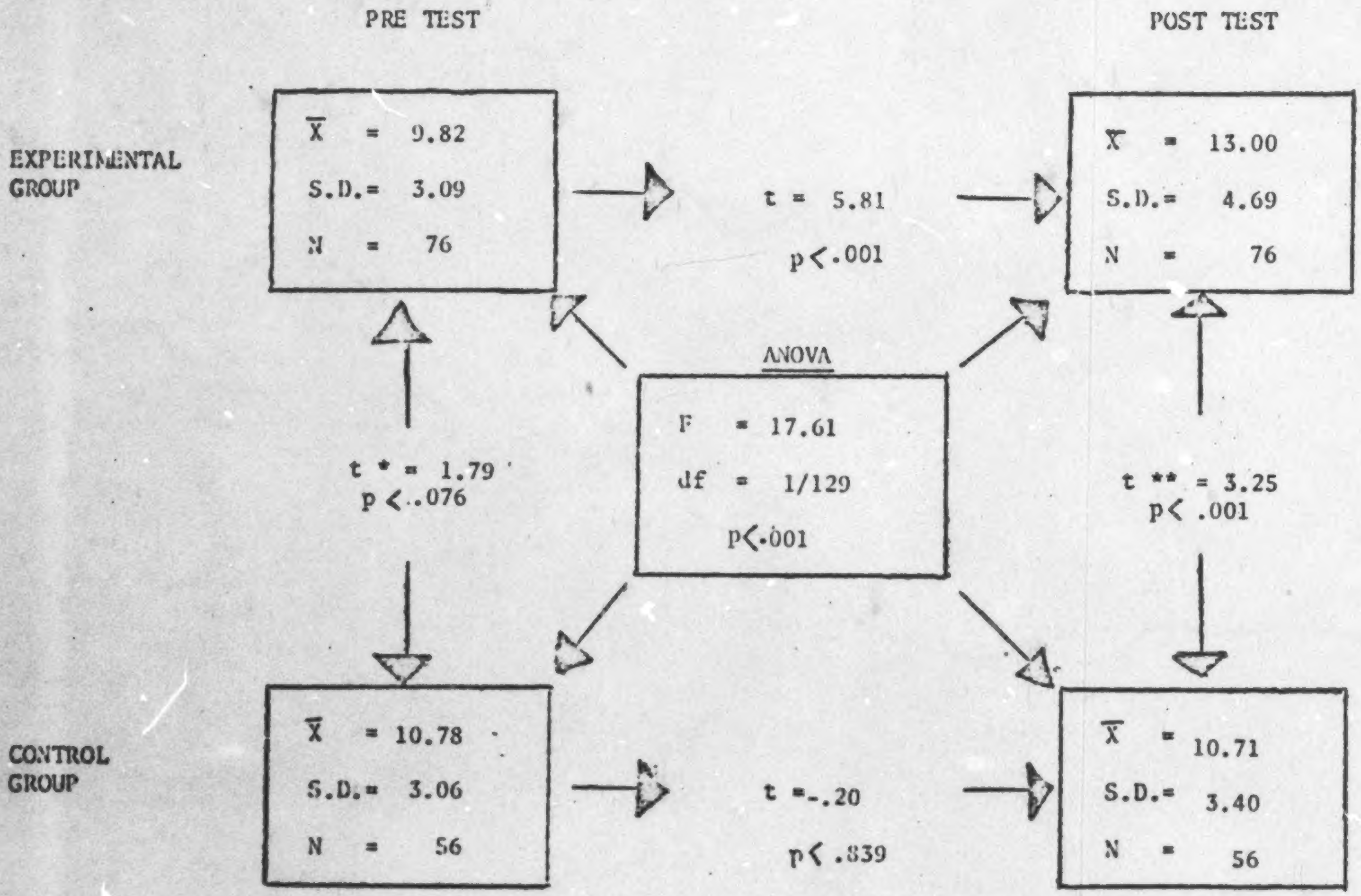

PRE TEST
POST TEST
EXPERIMENTAL GROUP
$\overline{X}$ = 8.59
S.D.= 2.73
N = 49
t = 8.37
p<.001
$\overline{X}$ = 14.06
S.D.= 5.25
N = 49
ANOVA
F = 49.89
df = 1/95
p<.001
t * = -2.87
p <.005
t ** = 5.15
p<.001
CONTROL GROUP
$\overline{X}$ = 10.18
S.D.= 2.75
N = 49
t = -1.32
p<.194
$\overline{X}$ = 9.65
S.D.= 2.88
N = 49

* Pretest homogeneity of variance was satisfied (F=1.02 p<.958). Therefore, the "t" value was computed using a pooled variance estimate.

** Posttest homogeneity of variance was not satisfied (F=3.31 p<.001). Therefore, the "t" value was computed using a separate variance estimate.

APPENDIX J (Cont'd)
A Comparison of Mean Scores on Pre and Post Tests for Experimental and Control Groups

Multi-Media Unit


PRE TEST
POST TEST
EXPERIMENTAL GROUP
CONTROL GROUP
$\overline{X}$ = 9.82
S.D.= 3.09
N = 76
t = 5.81
p < .001
$\overline{X}$ = 13.00
S.D.= 4.69
N = 76
t * = 1.79
p < .076
ANOVA
F = 17.61
df = 1/129
p < .001
t ** = 3.25
p < .001
$\overline{X}$ = 10.78
S.D.= 3.06
N = 56
t = -.20
p < .839
$\overline{X}$ = 10.71
S.D.= 3.40
N = 56

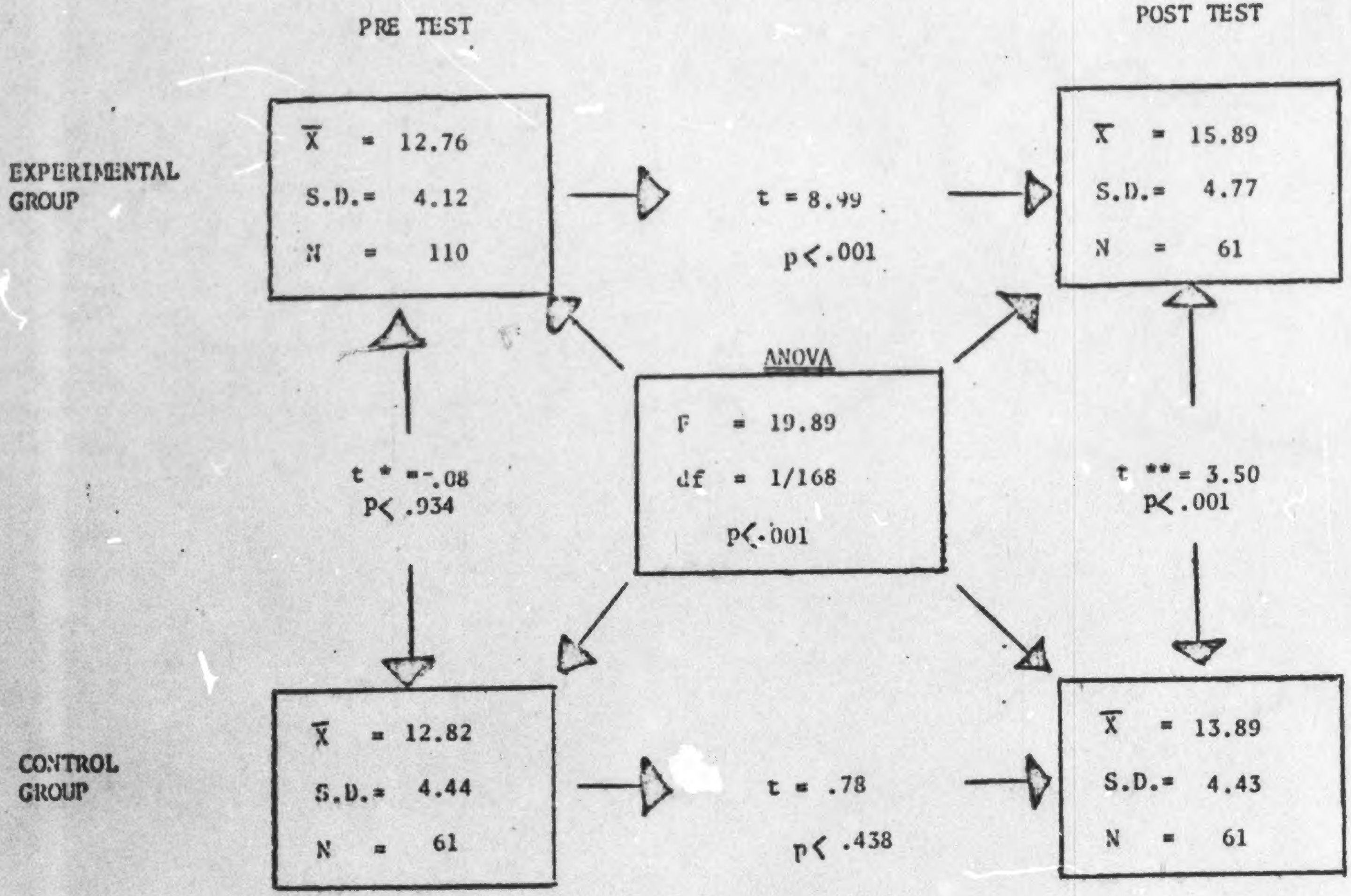
* Pretest homogeneity of variance was satisfied (F=1.02 p <.942). Therefore, the "t" value was computed using a pooled variance estimate.

** Posttest homogeneity of variance was not satisfied (F=1.09 p < .014). Therefore, the "t" value was computed using a separate variance estimate.

APPENDIX J (Cont'd)

A Comparison of Mean Scores on Pre and Post Tests for Experimental and Control Groups

Senior High Social Studies


PRE TEST
POST TEST
EXPERIMENTAL GROUP
$\overline{X}$ = 12.76
S.D.= 4.12
N = 110
t = 8.99
p<.001
$\overline{X}$ = 15.89
S.D.= 4.77
N = 61
ANOVA
F = 19.89
df = 1/168
p<.001
t * =-.08
P< .934
t ** = 3.50
P<.001
CONTROL GROUP
$\overline{X}$ = 12.82
S.D.= 4.44
N = 61
t = .78
p< .438
$\overline{X}$ = 13.89
S.D.= 4.43
N = 61

* Pretest homogeneity of variance was satisfied (F=1.16 p<.494). Therefore, the "t" value was computed using a pooled variance estimate.

** Posttest homogeneity of variance was satisfied (F=1.16 p<.524). Therefore, the "t" value was computed using a pooled variance estimate.

APPENDIX K

Table of Individual Test Statistics

TEST	NUMBER OF ITEMS	MEAN	S.D.	S.E.M.	RELIABILITY*
Elementary					
1. English	30	12.49	5.87	.237	.832
2. Social Studies	28	14.48	5.84	.310	.845
Junior High					
1. English	36	14.15	5.39	.406	.740
2. Social Studies	29	16.61	4.43	.219	.717
Senior High					
1. English	30	10.62	4.10	.293	.627
2. Social Studies	30	13.75	4.69	.249	.718
Multi-Media	25	11.08	3.86	.235	.653

* Kuder Richardson Formula 20

APPENDIX L

In-Service Attitudinal/Knowledge Tests

Darken the circle on the answer sheet which corresponds with your opinion.

		Strongly Agree A	Agree B	Neither Agr nor Disagr C	Disagree D	Strongly Disagree E
1.	It is not feasible for ethnic studies to include cultures of all students to be involved.	A	B	C	D	E
2.	Value inquiry utilizing diverse value systems of many cultural groups can be a strength of an ethnic studies program.	A	B	C	D	E
3.	A major objective of ethnic studies should be to encourage students toward greater acceptance of persons belonging to other ethnic groups.	A	B	C	D	E
4.	Appropriate methods for a study of the cultural characteristics of an ethnic group can eliminate most stereotypic ideas.	A	B	C	D	E
5.	A course of study that includes characteristics of ethnic groups brings about a greater degree of cohesiveness among Americans.	A	B	C	D	E
6.	Failure of school personnel to recognize cultural influences in the lives of individuals limits opportunities for educational development of students.	A	B	C	D	E
7.	Curricula which do not recognize cultural influences in the lives of individuals fail to enhance student educational development.	A	B	C	D	E
8.	An ethnic studies course to be credible will need to present students with different ethnic groups' experiences with prejudice.	A	B	C	D	E
9.	Ethnic study programs in presenting conflicting mores of cultural groups tend to impede the development of decision-making skills.	A	B	C	D	E
10.	A major objective for ethnic studies should be to help students gain a greater awareness of one's identity.	A	B	C	D	E
11.	The content of ethnic group experiences is an excellent vehicle for teaching students decision-making skills.	A	B	C	D	E
12.	A greater awareness of one's own identity is not likely to result from ethnic studies.	A	B	C	D	E
13.	Ethnic studies should be incorporated into existing school curricula.	A	B	C	D	E
14.	Any course of study that compares ethnic group characteristics does more to divide Americans than bring them together.	A	B	C	D	E

APPENDIX L (Cont'd)

In-Service Attitudinal/Knowledge Tests

Darken the circle on the answer sheet which corresponds with your opinion.

		Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
15.	By emphasizing differences in cultures throughout the world, ethnic studies may actually promote antagonisms.	A	B	C	D	E
16.	Americanism can only be taught by emphasizing the values of the American majority.	A	B	C	D	E
17.	An ethnic studies program will not offer good possibilities for value inquiry activities because of the diversity of such systems among cultural groups.	A	B	C	D	E
18.	Group stereotypes are likely to be affirmed when focusing upon the cultural differences of ethnic groups.	A	B	C	D	E
19.	Ethnic studies should have separate course identity in the curriculum.	A	B	C	D	E
20.	A society committed to a pluralistic ideal of education should increase ethnic group access to its major economic and governmental institutions.	A	B	C	D	E
21.	The values of one's own culture becomes questionable when one begins to study the values of other cultural groups.	A	B	C	D	E
22.	It is unlikely that ethnic studies will help change students' attitudes toward those who are culturally different from themselves.	A	B	C	D	E
23.	When individuals begin to study the values of other ethnic groups, the values of their own groups' culture are strengthened.	A	B	C	D	E
24.	Cultural pluralism is not likely to ever be achieved in America because one dominant culture has access to the major economic and governmental institutions.	A	B	C	D	E
25.	It is feasible for ethnic studies to include a study of the cultures of all students to be involved.	A	B	C	D	E
26.	Discussing ethnic groups' experiences with prejudice will not build credibility for an ethnic studies course.	A	B	C	D	E
27.	A greater understanding of one's own heritage and that of one's fellow citizens can result in a more patriotic populace.	A	B	C	D	E

APPENDIX L (Cont'd)
In-Service Attitudinal/Knowledge Tests

Darken the circle on the answer sheet which corresponds with your opinion.	Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
28. Curricula which provide cultural perspectives contribute little to the enhancement of student educational development.	A	B	C	D	E
29. Knowledge of "cultural pluralism" will enable students to gain a more positive view of mankind.	A	B	C	D	E
30. School personnel who recognize the cultural influence in the lives of individuals contribute to the educational advancement of students.	A	B	C	D	E

PART II

For questions THIRTY-ONE through SIXTY you are to determine whether each statement is true or false. Read each statement and then mark your response.

Darken the T circle if the statement is TRUE.

Darken the F circle if the statement is FALSE.

31. "Nativism" fosters a better understanding of one's own national origin and culture.	T	F
32. Most of the 19th century ethnic strongholds were in farm areas because land was cheap and life more independent than in urban communities.	T	F
33. Black leaders rejected ethnicity since it represents racism.	T	F
34. The term "ethnic studies" has replaced immigration studies since now immigration to the United States is for all practical purposes nonexistent.	T	F
35. White ethnic groups have successfully been assimilated into American Society while still retaining a separate ethnic identity.	T	F
36. As defined by the government, the only minority groups of America are the Appalachians, Blacks, and Orientals.	T	F
37. Being natives of America, the American Indians are not ethnic groups.	T	F
38. Blacks are an ethnic group.	T	F

APPENDIX L (Cont'd) In-Service Attitudinal/Knowledge Tests

Darken the circle on the answer sheet
which corresponds with your opinion. A B C D E

39. Curriculum developed by the Cleveland Ethnic Studies Program should reflect only the ethnic groups found in Greater Cleveland. T F

40. We are teaching ethnic studies because present day children have lost interest in their heritage. T F

41. The "Manx" are a Slavic group. T F

42. The use of oral history documentation is an important element of any ethnic studies course. T F

43. The Lemkos, a small ethnic community in Greater Cleveland, have contributed to the political life of Cleveland. T F

44. Ethnics are found only in the urban areas of the northern states. T F

45. The strongest supporters of ethnic communities in America are representatives of the Catholic hierarchy. T F

46. The concept of assimilation is an important term in the study of ethnicity. T F

47. Existing studies show lower crime rates in strong ethnic neighborhoods than in other areas of the city. T F

48. Ethnicity is expressed in the belief that we are all equal as human beings but should live our separate lives due to physiological differences. T F

49. While this is a nation of nations only the immigrants from British Isles, Frenchmen and Spaniards had an impact on the life and customs of America. T F

50. Acculturation is not an important topic of discussion in an ethnic studies course. T F

51. The "melting pot" theory defends the concept that a multicultural educational approach is most conducive to a harmonious relationship among Americans. T F

52. The first immigrant group to suffer prejudice and resentment by residents of the United States were the South Slavs during the turn of the century. T F

53. The "salad bowl" theory of ethnicity views various ethnic groups as distinct yet harmoniously related components of society. T F

Darken the circle on the answer sheet which corresponds with your opinion. A B C D E

---

54. Our educational system objected to a multicultural education because statistical data show that the so called "ethnics" are not patriotic enough and have openly shown allegiance to their own country of origin. T F

55. In the vanguard of immigrant waves to America's shores in the mid-nineteenth century were the Irish. T F

56. Most of the Jewish immigrants to Cleveland came from Russia. T F

57. Cleveland is losing its vitality as an innovative urban area because it is so highly "ethnicized". T F

58. By definition of the Census Bureau, fourth generation immigrants are not ethnics. T F

59. Audio-visual/multi-media resourses should aid in the teaching of ethnic studies. T F

60. Once people leave their ethnic neighborhood they lose their ethnic identity and interest in their cultural background. T F

APPENDIX M

In-Service Opinion Questionnaire

Darken the circle on the answer sheet which corresponds with your opinion.

Indicate your assessment of the degree to which the sessions accomplished the following:

	Excellent A	Good B
61. Presented course objectives clearly?	33%	46
62. Imparted useful knowledge?	56%	34
63. Provided you with a general overview of ethnicity?	61%	31
64. Provided solutions to questions raised?	10%	45
65. Fulfilled course objectives?	23%	43
66. Maintained your interest?	53%	34
67. Emphasized important concepts?	31%	43
68. Provided you with helpful material?	48%	33
69. Provided you with thought-provoking ideas?	44%	41
70. Allowed you time for adequate dialogue?	17%	33

Indicate your assessment of the following activities in terms of the quality of information provided.

	Excellent A	Good B
71. Instructor Lectures.	39%	48
72. Reading Assignments.	18%	45
73. Development of a Teaching Unit or Report.	14%	42
74. Audio-Visual Presentation.	10%	39
75. Strategy and Teaching Technique Presentations.	18%	44
76. Question and Answer Periods.	12%	41
77. Quest Speaker Lectures.	46%	46

APPENDIX M (Cont'd)

In-Service Opinion Questionnaire

Darken the circle on the answer sheet which corresponds with your opinion.

Indicate your assessment of the information presented at the following sessions in terms of its applicability to your classroom instruction.	Excellent A	Good B	Average C	Fair D	Poor E
78. Session 1 "Perception and Individuality"	36%	44%	10%	7%	3%
79. Session 2 "Ethnicity: A Conceptual Approach"	31%	44%	17%	3%	5%
80. Session 3 "Early Settlers of Cleveland"	54%	31%	13%	2%	-0-
81. Session 3 "Irish Immigrants and the Role of Ethnic Parishes"	48%	30%	15%	2%	5%
82. Session 3 "How to Develop a Family Tree"	51%	30%	13%	3%	3%
83. Session 4 "Italian Immigration to Cleveland in the Late 19th and Early 20th Centuries"	17%	30%	28%	13%	12%
84. Session 4 "Jewish Immigration Patterns to the United States"	40%	37%	13%	8%	2%
85. Session 4 "Ethnic Sterotypes and Caricature in American Popular Graphics: 1850-1922"	27%	41%	20%	10%	2%
86. Session 5 "Language as an Overt Expression of Ethnicity"	20%	38%	31%	8%	3%
87. Session 5 "Composition of Slavic Nationality Groups: Emphasis on East Slavic Groups"	32%	40%	20%	3%	5%
88. Session 5 "Composition of Slavic Nationality Groups: Emphasis on South Slavic Groups"	30%	39%	20%	6%	5%

APPENDIX M (Cont'd)
In-Service Opinion Questionnaire

Darken the circle on the answer sheet which corresponds with your opinion.

	Excellent A	Good B	Average C	Fair D	Poor E
89. Session 6 "An Overview of the Ethnic Communities in Cleveland: Cultural Activities and Contributions"	36%	31%	22%	9%	2%
90. Session 6 "Polish Immigration and Settlement in Cleveland"	34%	41%	18%	5%	2%
91. Session 7 "Development and Use of Ethnic Studies. Concepts and Strategies in the Classroom"	35%	33%	18%	7%	7%
92. Session 8 "Black Africa during the 17th Century"	53%	27%	10%	5%	5%
93. Session 8 "The Black Community of Cleveland: Its Life and Growth"	23%	48%	18%	8%	3%
94. Session 9 "Role of Ethnic Communities in the Political Life of America"	25%	43%	16%	14%	2%
95. Session 9 "Oral History Projects"	21%	38%	28%	8%	5%

PART IV

We would welcome any additional comments that you might have concerning the sessions which may not have been covered by the questionnaire (e.g. organization of activities, topic presentation selections, recommendations for future sessions, or any other facet toward which you would like to express positive or negative reactions). Use the attached blank sheet to record your comments.

Return your answer sheet and this questionnaire to your instructors. Thank you for your cooperation.

APPENDIX M (Cont'd)
Typical Comments of In-Service Participants

- Excellent Course. Hoped that school busing would have been discussed.

- The course has been both extremely enlightening and enjoyable. The quality of the speakers was fantastic. While much factual material is not usable in an elementary classroom, it was necessary to me as a teacher in order that I might understand how to present this kind of material to students and as background knowledge for understanding of both the subject matter and the individual student.
  I hope you will find some way to present a similar course within the regular framework of the university curriculum. Thank you for allowing me to participate.

- My major disappointment was the little emphasis on cultural activities of the groups in Cleveland. That seems most important as an aid to me as a teacher. Dr. Drimmer's presentation was excellent. I would like to have more of that type.

- I would like to emphasize once more that I felt session nine was poor because of a white man "visit" to Africa can't compare to what a black persons feelings and attitude would be. I think there are many blacks such as Dr. Nichols at C.C.C. and Dr, Mims who have visited Africa. And would have been more inspiring to me.

- I would like to see an elementary school person speak on teaching ethnicity in upper elementary grades 4-6. So much of the classroom techniques were applicable only to high school. I feel that the younger you start talking about and studying ethnic groups, the better. Maybe in the future, for classroom techniques, you could get another room and split into two groups elementary and high school.
  Much of the course I did not feel I could relate to my fourth graders (although after field testing I may have a different opinion). I personally enjoyed the guest speakers very much. (Except Dr. Weinberg who didn't say anything to me) Dr. Pap is highly entertaining.

- Where specific content was presented very limited material was handed out contrary to statement made early in the program which promised copies of all presentations.
  Some sort of reading list of possible sources for the whole course could have been distributed.
  Some major problems emerged with the bureaucracy of Cleveland State in regard to registration. These should have been anticipated and somehow elimenated. Question of whether people were denied the privilege of participating as a result should be investigated.

- In general, I was pleased with the class and found the information applicable. However, at times, many of the speakers relied heavily upon historical data or information otherwise not applicable to the Cleveland area. If one is interested in the "history" of all the ethnics, then taking a history course is advisable.
  I think when studying the ethnic heritage of Clevelanders, one should keep within the boundaries of when and why they came; what they've accomplished as a group, where they reside; what prejudices are stacked against them; and how we as citizens of Cleveland can help to alleviate this problem. This, in my estimation, would produce a much more effective and valuable course of study!

APPENDIX M (Cont'd)

- I find it easier to introduce the ethnic backgrounds of whites in all white school, but black studies suffer. The interest of the Appalachian white is difficult to stimulate when it comes to Black Studies. The only solution I see is an integrated system. All would benefit, I think. This doesn't mean that problems will not develop.

- Orgainzation of activities and data presented was for the most part vague and sketchy. I feel my knowledge now is also vague. Smaller class would be better. Some people asked simplistic, irrelevant questions.

- I would recommend a more structured course up to your discretion how. I realize it is hard with 1 educator to expect more input time wise, I personally fould it very hard and time consuming to complete our project, but very rewarding. If this comment has come off sounding negative, I emphasize that I have not meant it to be so. I have thoroughly enjoyed this and the "learning" I've come away with, excellent experience.

- I regret that sessions on Appalachian groups was not included as this would have been most helpful with my particular area. Over all view of class excellent, helpful, enjoyable.

- This experience has been a very fine pioneer attempt. Thanks. Truely I have gained much. Your highpoint for me was the stimulating breakdown into this fascinating area. I wish the class had been smaller so that more inter-change could have occured. I regret that the audience did not share many " richnesses" which I know were present. Also the atmosphere of the room in a smaller group could be more homey because of the cameraderie of the group. My work on our team project for the course was a high-point for me because it aquainted me with the Histoical Society, etc. many excellent persons and sources I was not aware of.

- Offer a degree program in ethnicity B.A., M.A., or PH.D., appropriate degrees. Summer program offers courses in the evenings.

- More time for question and answers. Live bodies/sites via field trip if possible. What happened to the American Indian?

- I was very disappointed that we missed the two ethnic groups. I wish another substitute were made an alternate. I was disappointed with the lectures who promised us written material and never came across. Perhaps a mandatory outline could have been required of them. I wish we used more maps. One for each region studied and one of Cleveland and the ghettos of it. (Even overheads).

- I would like to have seen more attention paid to the cultural aspect of ehtnic studies and customs of various ethnic group. Such a study would have been helpful for my classroom instruction.

- Several comprehensive books on various topics should be required reading of students. A brief mention should be made of the literature brought by immigrants to us.

APPENDIX N

ETHNIC HERITAGE STUDIES DEVELOPMENT PROGRAM

Advisory Council Questionnaire

N=12

We need your assistance in rating the effectiveness of liaison among Research, Curriculum Development, and Advisory Council persons. Please take a moment to complete the following questionnaire.

COMMUNICATING

1. Below is a list of project items that may have required various degrees of input from the Advisory Council. Assess the extent of input you may have been called upon to provide for each of the items.

	A Lot	Some	Not Much	No Basis For Answer
A. Curriculum content.	17%	42%	42%	0
B. Monograph development.	33%	42%	33%	0
C. Staff appointments.	20%	10%	40%	30%
D. In-service activities.	10%	30%	60%	0
E. Curriculum evaluation.	42%	33%	25%	0
F. Consultative input provided to Basic Research operations.	22%	22%	44%	11%
	29%	0	71%	0
G. Consultative input provided to Curriculum operations.	18%	27%	27%	27%
H. Advisory Council Meeting Schedule.	33%	42%	25%	0
I. Content of Project newsletters.	18%	18%	45%	18%
J. Future Project directions.	10%	50%	40%	0
K. Other (Specify) ______________	50%	50%	0	0

____

ASSESSING OPERATIONAL ACTIVITIES

1. Below are a list of statements which pertain to the operational activities of the program. Each statement has five possible responses. Check the one which most clearly corresponds to your own view.

	Always	Usually	Hardly Ever	Never	No Basis For Answer
A. How often was the Advisory Council informed of activities conducted by the Curriculum Team?	33%	58%	0	0	8%
B. How often was the Advisory Council informed of activities conducted by the Basic Research Team?	27%	54%	9%	0	9%
C. How often was the Advisory Council informed of the date, time and location of various project meetings?	25%	58%	0	0	16%
D. How often was the Advisory Council permitted to provide advice on questions arising during curriculum development?	33%	50%	8%	0	8%
E. How often was the Advisory Council permitted to provide advice on the authenticity of project curriculum materials?	27%	45%	18%	0	9%
F. How often was the Advisory Council permitted to provide evaluative input throughout all phases of the program?	36%	54%	0	0	9%

2. Below is a list of items which relate to various aspects of the program. Assess the items by selecting the category which most clearly reflects your own opinions.

	Very Adequate	Adequate	Somewhat Adequate	Inadequate	No Basi For Answer
A. Clarity of program activity explanations.	33%	50%	16%	0	0
B. Suitability of scheduled times and locations of project meetings.	50%	40%	10%	0	0
C. Accessibility of project staff.	45%	54%	0	0	0
D. Quality of curriculum materials produced.	42%	16%	16%	0	25%
E. Ability of staff appointments.	36%	45%	9%	0	9%
F. Suitability of project goals and objectives for the Cleveland area.	45%	36%	9%	9%	0
G. Continuity of project organization.	36%	36%	18%	9%	0
H. Utility of Advisory Council Meetings.	42%	42%	8%	8%	0

3. In your opinion, what have been the major accomplishments of the Ethnic Heritage Program during the current project year?

The major accomplishment of the program was its ability to bring such a diverse group together. Effectiveness in achieving program goals and objectives within limited time period.

4. In your opinion, what recommendations would you make relative to improving upon future program operations?

Sharper clarification of program goals and objectives for the community and clearer concensus between joint sponsors. Sharper criteria for selection and recruitment of Advisory Committee members. And earlier orientation of members on role of advisory committee. This will help to achieve program goals, and alleviate feelings of individuals as "ethnic group" representatives as opposed to unity as community representatives.

CLOSING COMMENTS

1. We would welcome additional comments that you might have which may not have been covered by this questionnaire.

The effectiveness of the program is commendable.

There appeared to be lack of clarity between the roles of Co-Director's responsible for Research and Curriculum Development and their respective relationships to the advisory committee (always difficult when there is not a single director and delegation of major parts of a program to associate or assistant directors.

APPENDIX N (Cont'd)

ETHNIC HERITAGE STUDIES DEVELOPMENT PROGRAM

Curriculum Team Questionnaire
(N=3)

We need your assistance in rating the effectiveness of liaison among Research, Curriculum Development and Advisory Council persons. Please take a moment to complete the following questionnaire.

COMMUNICATING

1. Listed below are the various methods that you may have used to communicate with the major components of the project. Place the number 1 after the method most frequently used to communicate. A number 2 after the second method used most frequently. A number 3 after the third method used most frequently. Continue the process for any methods you may have used but found not listed.

	Respondent		
	#1	#2	#3
A. Meetings	1	2	1
B. Telephone Conversations	2	1	2
C. Letters	3	3	3
D. Other (Specify) ________			

2. How effective were the various methods listed below in communicating with the major components of the project?

A. Meetings

	2	1		
very effective		somewhat effective		not at all effective

B. Telephone Conversations

	1	2		
very effective		somewhat effective		not at all effective

C. Letters

1		2		
very effective		somewhat effective		not at all effective

D. Other (Specify) ________________________________

very effective		somewhat effective		not at all effective

OBTAINING REQUESTED INFORMATION

1. Listed below are various informational gathering components that may have been used to supply input for curriculum development. Place a number 1 after the component that provided the most helpful input for curriculum development. A number 2 after the second most helpful component. A number 3 after the third most helpful component. Continue the process for the remaining components listed. NOTE: Place the letters NA after any component which was not applicable to curriculum development.

	Respondent		
	#1	#2	#3
A. Basic Research Team	6	4	6
B. Community Resource Coordinator	7	6	NA
C. Ethnic Community Representatives	4	5	4
D. Contracted Consultants	3	3	3
E. Ethnic Organizations	5	NA	5
F. Libraries	2	2	2
G. Project Curriculum Writers	1	1	1
H. Other (Specify) ______________			

2. In general, rate the applicability, clarity, and adaptability of the information supplied by each of the information gathering components listed below. Use the following scale.

APPLICABILITY	1 - very applicable; information supplied pertained to that which was requested.
	2 - fairly applicable; some supplied information pertained to that which was requested.
	3 - not at all applicable; supplied information did not pertain to that which was requested.
CLARITY	1 - very clear; supplied information was easily understood.
	2 - fairly clear; some supplied information was not easily understood.
	3 - not at all clear; supplied information was very confusing.
ADAPTABILITY	1 - very adaptable; supplied information could be easily integrated into the developed curricula.
	2 - fairly adaptable; some supplied information was not difficult to integrate into the developed curricula.
	3 - not at all adaptable; supplied information could not be integrated into the developed curricula.

	Applicability #1	Applicability #2	Applicability #3	Clarity #1	Clarity #2	Clarity #3	Adaptability #1	Adaptability #2	Adaptability #3
Respondent	#1	#2	#3	#1	#2	#3	#1	#2	#3
A. Basic Research Team	3	2	3	2	2	3	3	2	3
B. Community Resource Coordinator	3	3	NA	3	3	NA	3	3	NA
C. Ethnic Community Representatives	2	3	NA	2	3	NA	2	3	NA
D. Contracted Consultants	1	1	1	2	1	NA	2	1	NA
E. Ethnic Organizations	2	3	NA	2	3	NA	2	3	NA
F. Libraries	1	1	1	1	1	1	1	1	1
G. Project Curriculum Writers	1	1	1	1	1	1	1	1	1
H. Other (Specify) ______									

ASSESSING OPERATIONAL ACTIVITIES

1. Below are a list of statements which pertain to the operational activities of the program. Each statement has five possible responses. Check the one which most clearly corresponds to your own view.

	Always	Usually	Hardly Ever	Never	No Basis For Answer
A. How often was the Curriculum Team informed of activities conducted by the Research Team?			11		1
B. How often did the Curriculum Team provide input on consultant appointments?		1		1	1
C. How often were Curriculum Team requests responded to by the Basic Research Team?		1	11		
D. How often was the Advisory Council informed of activities conducted by the Curriculum Team?	1	1			
E. How often did the Basic Research Team secure upon request academic specialists for curriculum consultation?		1			

	Always	Usually	Hardly Ever	Never	No Basis For Answer
F. How often was the Curriculum Team consulted during formulation of the instructional content of project workshops?			11	1	
G. How often was the Advisory Council permitted to provide advice on questions arising during curriculum development?	1	11			

2. In your opinion, what have been the major accomplishments of the Ethnic Heritage Program during the current project year?

The execution of a proposal to the letter in terms of curriculum development and implementaiton. Solid material, usable material was desired by the Proposal, and was developed.

3. In your opinion, what recommendations would you make relative to improving upon future program operations?

To broad in curriculum development (K12). To broad in scope-in-service; research, curriculum development etc. for only 3 full time staff. Co-Directorship does not funtion well in that part time services cannot really adequately function on such a program.

CLOSING COMMENTS

1. We would welcome additional comments that you might have which may not have been covered by this questionnaire.

This is a questionnaire designed more for feedback from Project directors than staff personnel. Also, items are to general (some curriculum consultants were of value others not, etc.) A three point scale does not allow for an accurate evaluation (item 2 pp. 2-3). A five point scale (pp. 3-4) would be clearer and more precise. Need for items evaluating communication between statisticians, Board personnel, curriculum staff, directors, etc.

APPENDIX N (Cont'd)

ETHNIC HERITAGE STUDIES DEVELOPMENT PROGRAM

Basic Research Team Questionnaire

(N=2)

We need your assistance in rating the effectiveness of liaison among Research, Curriculum Development, and Advisory Council persons. Please take a moment to complete the following questionnaire.

COMMUNICATING

1. Listed below are the various methods that you may have used to communicate with the major components of the project. Place the number 1 after the method most frequently used to communicate. A number 2 after the second method used most frequently. A number 3 after the third method used most frequently. Continue the process for any methods you may have used but found not listed.

	Respondent #1	Respondent #2
A. Meetings	3	1
B. Telephone Conversations	1	1
C. Letters	2	1
D. Other (Specify) ________		

2. How effective were the various methods listed below in communicating with the major components of the project?

A. Meetings

very effective		somewhat effective		not at all effective
	2			

B. Telephone Conversations

very effective		somewhat effective		not at all effective
2				

C. Letters

very effective		somewhat effective		not at all effective
2				

D. Other (Specify) ________________

very effective		somewhat effective		not at all effective
1				

OBTAINING REQUESTED INFORMATION

1. Listed below are various informational sources that may have been
gather requested material for curriculum development. Place a nu
after the source that proved to be the most helpful in supplying
material. A number 2 after the second most helpful source. A nu
after the third most helpful source. Continue the process for th
sources listed. NOTE: Place the letters NA after any source whi
applicable to the information gathering process.

	Respondent	
	#1	#2
A. Public Libraries	5	5
B. Historical Societies	3	2
C. University Libraries	2	4
D. Ethnic Community Representatives	1	3
E. Contracted Consultants	1	1
F. Other (Specify) ______________		

2. Many different types of problems may have arisen when called upo
gather information for Curriculum Team needs. Some of these prob
may have been more serious than others. Please use the followir
to indicate the seriousness or severity of problems that may hav
in each of the areas listed below:

1 - Very serious, severe problems
2 - Relatively serious problems
3 - Relatively minor problems
4 - Trivial problems
5 - No problems
6 - No basis for answer

	Resp
	#1
A. Clarity of Curriculum Team material requests.	5
B. Availability of requested material.	4
C. Time allotted to procure requested material.	3
D. Time needed to translate material into suitable form for use by the Curriculum Team.	6
E. Procedures for delivering requested materials to the Curriculum Team.	5
F. Ability to secure academic specialists for Curriculum Team consultations.	5
G. Ability to obtain requested information for Curriculum Team use while directing other Basic Research duties.	4

ASSESSING OPERATIONAL ACTIVITIES

1. Below are a list of statements which pertain to the operational activities of the program. Each statement has five possible responses. Check the one which most clearly corresponds to your own view.

	Always	Usually	Hardly Ever	Never	No Basis For Answer
A. How often was the Basic Research Team informed of activities conducted by the Curriculum Team?	1	1			
B. How often did the Basic Research Team provide input on consultant appointments?	1	1			
C. How often did the Basic Research Team respond to Curriculum Team requests?		2			
D. How often was the Advisory Council informed of activities conducted by the Basic Research Team?	1	1			
E. How often did the Basic Research Team obtain the requested services of academic specialists for curriculum consultations?		2			
F. How often did the Basic Research Team consult the Curriculum Team during formulation of the instructional content of various project workshops?	1	1			
G. How often did the Basic Research Team obtain the requested research information from the Advisory Council?		2			

APPENDIX N (Cont'd)

2. In your opinion, what have been the major accomplishments of the Ethnic Heritage Program during the current project year?

Achieved basic objectives despite some serious difficulties - mostly related to short funding period. Research material should be obtained first-not concurrently with curriculum writing.

3. In your opinion, what recommendations would you make relative to improving upon future program operations?

Need one center where all staff personnel works closely and shares information regularly-exchanging and refining ideas - objectives, etc.

CLOSING COMMENTS

1. We would welcome additional comments that you might have which may not have been covered by this questionnaire.

Overall the program was a success - we should be proud! a going venture involves parties with different backgrounds and alliancies. It is the basic goal that has superseeded personal interest and differences. A degree of trust is evolving which in the best insurance that the program can continue and improve for the benefit of all.